



School Improvement Plan

Pinecrest 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?

Pinecrest staff had a school leadership team including a data team and school improvement team. The team consisted of general education teachers, special education teachers, interventionists, Title One teacher, a parent, and the principal. The teams met throughout the 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. We determined that Pinecrest needs a Title One teacher focusing on literacy and math intervention.

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 data points to identify children who are failing or most at risk of failing. These include AIMSweb screeners in math and literacy, M-Step data, Key Math data, and a needs assessment for Title One services. Based on this data, a matrix spreadsheet is created ranking the students per grade level based on highest needs.

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.

Literacy/ELA:

We used 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

Fourth Grade: R-CBM

Fifth Grade: R-CBM

We used M-Step State Assessments:

Grade 3: M-Step ELA

Grade 4: M-Step ELA

Grade 5: M-Step ELA

Mathematics

We used AIMSweb Screeners:

Kindergarten: Quantitative Discrimination Measurement and Missing Number Measurement

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

We used M-Step State Assessments:

Third Grade: Math M-Step

Fourth Grade: Math M-Step

Fifth Grade: Math M-Step

We used Key Math 3 Diagnostic Testing.

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.

This was not based solely on teacher judgment or interviews.

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 was placed at Pinecrest full time to support students. The Title One teacher currently supports small groups of students who were identified in each grade level in the areas of reading and math instruction. During a time when students are receiving support at their instructional level, our Title One teacher provides reading intervention to students in small groups. We also implemented a zero hour intervention program for students who were identified in grades 3 - 5 in the areas of literacy and math. This took place four days a week for 13 weeks an hour before school started.

Component 3: Incorporated Into Existing School Program Planning

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

It is incorporated through the data team process. The data team meets to examine the school-wide data and determine students who are failing or at risk for failing. At building fall, winter, and spring data review days, the grade level teachers and support from special education and interventionists, create action plans for math and literacy. These plans identify the students who are failing or at risk and create an intervention plan and strategies for them. The school improvement team uses this data to help determine needs in order to write the school wide 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. Pinecrest will follow the MTSS implementation. In reading, students will have a 90-minute reading block. There will be reading groups based on skill level, non-fiction texts integration, data analysis and action planning, and Title One will support reading intervention. In mathematics, there will be a 60-minute math block, data analysis and action planning, and Title One will support reading intervention. 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 2 and 3 interventions

Progress Monitoring using Data to Drive Instruction

Title One Reading Intervention includes using a variety of program, including Rewards, Step Up to Writing, Words Their Way, 6 Minute Fluency, RAVE-O, My Sidewalks, and Ticket to Reading to ensure effective methods will be used to improve academic achievement.

Title One Math Intervention uses Key Math 3 to ensure effective methods will be used to improve academic achievement.

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

The Title One teacher and zero hour teachers progress monitor all of their students on a weekly basis to ensure the interventions the students are receiving are working and closing the gap. This time is built into the schedule from the beginning in order to monitor the effectiveness of the program. Each student has a specific set of intervention tools used during the extended learning program and a specific set of assessments used to monitor them weekly. For example, a group may use the program Key Math 3 and then use M-Comp to progress monitor weekly. We also know the program is working to close the gap when the students are no longer falling into tier II or III and when students no longer qualify for Title services.

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

We have scheduled daily thirty minute flexible grouping blocks where all students are receiving instruction at their levels. During this time, students are being seen in small groups, including Title One intervention groups.

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?

Each week the Title One teacher communicated with classroom teachers regarding the services and instructional goals she created for the students she services for that week. The interventionist and Title One teacher met regularly to discuss students and look at progress monitoring and data. There are also monthly meetings with Title teacher, interventionists, and grade level teachers. The ELL teacher communicates with classroom teachers on a regular basis.

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.

The district holds a Kindergarten Parent Information Night in the spring for the following year kindergarten students and their families. At this event, information is shared about the district, each building, and registration. Following the event, a kindergarten Round-Up was held at Pinecrest Elementary. At Kindergarten Round-Up students meet the kindergarten teachers and support staff. They also participate in kindergarten activities. While this is happening, the parents learn more about kindergarten and Pinecrest Elementary. We also coordinate a building tour time in the spring for incoming kindergarten families.

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	We currently do not have any Title One, 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 One Teacher is highly qualified. She holds a provisional teaching certificate. Elementary K-5 all subjects (K-8 all subjects self contained classroom) Cognitive Impairment SA K-12 Emotional Impairment SE K-12	

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 provided professional development is done in coordination with the district curriculum director. We also collaborate with the Ingham ISD to provide additional professional development. We have monthly building staff meetings, grade level meetings, and other district provided PD. District wide PD and monthly grade level meetings will focus on math and reading instruction. Grade level teachers also have common planning time. In addition, as a building we have leadership meetings focusing on equity work, PBIS, and school improvement.

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 offers families/parents 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 the Tuesday, Wednesday, and Thursday the week before school starts with students. Every month there is at least one staff meeting and one grade level meeting. These occur on Tuesdays following school hours.	

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved through the three parent educational meetings held by our Title One teacher throughout the year. The Title One teachers holds an annual meeting at the beginning of the year, where feedback from parents about the design is 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 Title One meetings, conferences, and through the 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	Parent are involved in the evaluation of the program. We also conducted parent surveys for zero hour.	

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 ensures parental involvement occurs at Pinecrest 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, Title One teacher will maintain open office hours, during district scheduled parent teacher conference times, to answer questions and be of assistance to parents. Title I will hold an additional set of hours for parent-teacher conferences in order to accommodate parent's schedules, or were not able to see the Title One teacher dues to confliction schedules of classroom teachers scheduling Title students concurrently.

Annual Parent Night to 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 Pinecrest Title One teacher offers a minimum of two additional Parent Nights annually. These Parent Nights provide training and materials to help parents work with their children to improve their children's achievement. Topics may include, but are not limited to, literacy training, writing, math, phonology, and parenting.

School Website

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.

Title One Website: http://www.elps.us/profiles/Katharine_McNamara_Profile/

School Improvement Team

School improvement goals will be addressed through Title One support programs during hours, a zero hour program, and summer programs.

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This plan is shared with the community through the school website and parent council.

Parent Surveys

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

Parent-School Compact

5. Describe how the parent involvement activities are evaluated.

The activities are evaluated by the parent survey as well as through the feedback during the Title One parent meetings.

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	The compact is attached.	School Parent Compact

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. A translator is used when appropriate.

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

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

At the annual Title One meeting, the parent compact is shared with the parents by the Title One teacher and administration. The parents meet with the Title One teacher to discuss student progress throughout the year and at conferences. Individual parent teacher conferences are held twice annually and include the classroom teacher, Title One teacher, and parents. During the conferences, 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 31A interventionist meet regularly, at least monthly, to coordinate and integrate to serve eligible children. Our school data team, which includes 31A, Title One, a classroom teacher, and a 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, interventionists, 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 DRB 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 three times a year as a whole school.

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 year the program was revised to include a 13 week zero hour program. The program was offered to students in the upper elementary grades for the areas of both reading and math. It included small groups of instruction and intervention. The program was taught by highly qualified elementary teachers and ran four days a week for an hour before school. The children being offered the program were selected based on needs, using the same process we use to qualify students for Title One. This intensive learning opportunity supported 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. Professional development is offered around this model as well as. The process is reviewed and teachers collaborate in grade levels and with the support staff to determine student needs. This occurs during staff meetings to ensure support is provided from administration. The data team process, including writing grade level action plans, is used to help support teachers with implementing student achievement standards based on the review of student progress.

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 done through administrative walk-throughs and agenda and minutes from Title One meetings and school improvement meetings. In addition, reviewing student growth measures for students who received Title One intervention is done three times a year. It is also calculated annually to help determine the overall effectiveness of the program. The data suggests the students are growing and the program is being implemented with fidelity.

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.

M-Step data will be used to evaluate this. When you receive this year's M-Step results from grades 3 - 5, we can 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 progress monitoring of the students. The progress monitoring occurs weekly by the Title One teacher using appropriate AIMSweb probes. 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.

Both the school improvement team and data team meet to review the plan and revise as necessary based on the data. We will meet at the beginning of the school year to review the SIP and meet monthly to evaluate how the plan is working and determine what additional strategies may be needed to support students in academic achievement.

School Improvement Plan 2017-2018

Overview

Plan Name

School Improvement Plan 2017-2018

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 Pinecrest Elementary School will demonstrate appropriate behavior to ensure a safe learning environment.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$7750
2	All students at Pinecrest Elementary School will increase their proficiency in mathematics.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$208900
3	All students at Pinecrest Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$142928
4	All students at Pinecrest Elementary School will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1000
5	All students at Pinecrest Elementary will be become proficient in social studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

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

Measurable Objective 1:

demonstrate a behavior appropriately in all classrooms and hallways by 06/16/2017 as measured by SWIS data (less than 1.5 referrals per day).

Strategy 1:

CR-PBIS - All staff will continue to be actively involved in the schoolwide CR- PBIS implementation.

Category: Learning Support Systems

Tier: Tier 1

Activity - Puppy Paws	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use puppy paws to reinforce positive behaviors of being responsible, respectful, and safe.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2022	\$1000	Title I School Improvement (ISI)	All staff
Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit instruction and practice of appropriate behaviors will be taught at least 5 times a year. Teachers will use PBIS lesson plans and will role play with students appropriate behaviors.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$0	General Fund	Teachers
Activity - Second Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Second Steps curriculum for behavioral, social, and emotional lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2022	\$6500	General Fund	Administration, teachers, support staff
Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month staff will recognize individuals from each class who demonstrate exemplary behavior according to building wide expectations	Behavioral Support Program	Tier 1	Monitor	08/01/2017	06/30/2022	\$0	General Fund	Teachers, Principal, Support Staff

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Activity - Equity Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the monthly equity book and corresponding lessons. Students will participate in the lesson activities, which build acceptance and understanding of our diverse learning community	Behavioral Support Program	Tier 1	Implement	02/01/2017	06/30/2018	\$0	Other	Equity team, staff and teachers, principal

Strategy 2:

Professional Learning - Teachers, staff, and administration will participate in professional learning centered around CR-PBIS

Category: School Culture

Tier: Tier 1

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to participate in CR-PBIS training	Behavioral Support Program	Tier 2	Implement	08/30/2016	06/30/2022	\$0	General Fund	Teachers and Administration

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will participate in a book study related to Equity	Professional Learning	Tier 2	Implement	08/08/2016	06/30/2022	\$250	General Fund	Administration - central office and building level

Measurable Objective 2:

demonstrate a behavior All students will demonstrate appropriate behavior during recess and lunch (unstructured time) by 06/16/2017 as measured by BOQ and SWIS data (under 1.5 referrals per day) .

Strategy 1:

School Wide CR-PBIS - All teachers and staff will implement our school-wide PBIS.

Category: Learning Support Systems

Tier: Tier 1

Activity - Puppy Paws	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will use puppy paws to recognize appropriate behaviors. Pinecrest will develop an all school behavior goal each month and have an all school celebration when the goal is met.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2022	\$0	No Funding Required	all staff
Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit instruction and practice of appropriate behaviors will be taught at least 5 times a year. Teachers will use PBIS lessons and will role play with students appropriate behaviors.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$0	No Funding Required	teachers

Goal 2: All students at Pinecrest Elementary School will increase their proficiency in mathematics.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (85% by 2023) in Mathematics by 06/09/2017 as measured by the Michigan State Assessment (M-Step)..

Strategy 1:

MTSS Implementation - All teachers will utilize an MTSS model for math instruction.

Category: Mathematics

Research Cited: CCR-CCSS, PROM/SE, National Math Panel

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continuously analyze data, problem solve, and develop action plans based on the data in the classroom.	Academic Support Program, Monitor, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$1000	General Fund	All K-5 teaching staff
Activity - Math Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students will engage in math fact fluency for ten minutes per day.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2022	\$0	General Fund	Teachers, Principal
Activity - Check-ins	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Math Expressions Quick Quizzes to determine student needs for differentiated instruction.	Academic Support Program, Monitor	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$0	General Fund	Classroom Teachers, interventionists, support staff, administration
Activity - Math Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote at least 60 minutes per day to mathematics instruction 5 days a week, focusing on teaching the Common Core State Standards for their specific grade level using the district mathematics curriculum.	Direct Instruction, Monitor, Teacher Collaboration	Tier 1	Monitor	08/09/2016	06/30/2022	\$75000	General Fund	All classroom teachers, administration
Activity - Title One/Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One and Intervention will support small groups of students in mathematics with a push-in and/or pull out model.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$132900	Title I Part A, Section 31a	Title One Teacher, Interventionist, Administration, Classroom Teachers, Support Staff

Strategy 2:

Professional Learning - Teachers and administration will participate in professional development that focuses on effective math instruction and instructional leadership.

Category: Mathematics

Research Cited: NCMT, CCSS and Mathematical Practices,

Tier: Tier 1

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Activity - Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development that focuses on effective math instruction. Teachers will attend grade level meetings and collaborate with other teaching staff within the building. Instructional coaches will be available to support teachers with math instruction.	Professional Learning	Tier 1		09/06/2016	06/30/2022	\$0	General Fund	Classroom teachers, administration, instructional coaches

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will attend Leverage Leadership training throughout the school year.	Professional Learning	Tier 1		09/06/2016	06/30/2022	\$0	No Funding Required	Administration

Goal 3: All students at Pinecrest Elementary School will become proficient readers.

Measurable Objective 1:

A 8% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension and fluency in English Language Arts by 06/09/2017 as measured by 3 - 5 grade ELA State Assessments (ELA M-Step) .

Strategy 1:

MTSS Implementation - All teachers will use the MTSS model for reading instruction.

Category: English/Language Arts

Research Cited: National Reading Panel, CCR-CCSS, and MiBLSI

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize reading groups by skill level and meet multiple times a week, depending on the need.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2022	\$1000	General Fund	All K-5 general education staff

Activity - Non Fiction Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All general education teachers will increase the use of content area non-fiction reading materials during the 90 minute reading block.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$1000	General Fund	All general education staff
Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data, problem solve and develop action plans based on the data in order to group students based on need.	Professional Learning	Tier 1	Monitor	09/06/2016	06/30/2022	\$0	General Fund	All teachers, Principal
Activity - Progress Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer running records for at least five students not at benchmark a minimum of three times per year and turn in the results to the administrator.	Monitor	Tier 2	Implement	09/06/2016	06/16/2017	\$0	General Fund	Classroom Teachers, Support staff, Interventionists, Principal
Activity - Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote at least 90 minutes per day to reading instruction 5 days a week, focusing on teaching the Common Core State Standards for their specific grade level using the district reading curriculum.	Extra Curricular, Direct Instruction	Tier 1	Monitor	09/06/2016	06/01/2022	\$0	General Fund	Classroom Teachers
Activity - Title III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student licenses for Imagine Learning to support EL instruction in ELA	Materials	Tier 3	Monitor	09/06/2016	06/30/2022	\$1000	Title III	Classroom Teachers, ELL Teachers and paraprofessionals, administration, ELL coordinator
Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Salary and benefits for one ELL teacher to provide instruction for English learners in summer 2018	Academic Support Program	Tier 3	Implement	06/19/2017	07/31/2018	\$5678	Title III	ELL teacher, administration
Activity - Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a running record for each student, at least three times a school year	Monitor	Tier 1	Implement	09/05/2017	06/30/2022	\$0	General Fund	Teachers, Interventionists, Staff
Activity - Title One/Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One and Intervention will support small groups of students in reading and writing in the content areas using a push-in and/or pull out model	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$133900	Section 31a, Title I Part A	Title One Teacher, 31a Interventionists, Classroom Teachers, Support Staff, Administration

Strategy 2:

Professional Learning - Professional learning opportunities will be available for staff

Category: English/Language Arts

Tier: Tier 1

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will participate in all required professional development with a reading focus and instructional coaches will be available to support teachers with reading instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2022	\$0	General Fund	Administration, Staff, Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will attend Leverage Leadership training throughout the year.	Technology Professional Learning	Tier 1		06/22/2016	06/30/2022	\$0	No Funding Required	Administration

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Activity - Title Three	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title three teacher will attend Michigan Association for Bilingual Education (MABE) conference to increase knowledge and strategies for supporting English language learners.	Professional Learning	Tier 2	Implement	09/06/2016	06/30/2022	\$200	Title III	ELL teachers, administration
Activity - Title Three	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III teacher and paraprofessional will attend the Special Populations conference in September 2017 to gain professional training on Title III rules, regulations, and updates.	Professional Learning	Tier 2	Implement	09/01/2016	09/30/2017	\$150	Title III	ELL teacher and paraprofessional, administration

Goal 4: All students at Pinecrest Elementary School will become proficient in science.

Measurable Objective 1:

A 13% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science content knowledge in Science by 06/16/2017 as measured by M-STEP.

Strategy 1:

Science Instruction - All general education teachers will teach the grade level science units.

Category: Science

Research Cited: Next Generation Science Standards, National Association of Science Teachers, GLCE

Tier: Tier 1

Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to integrate science into reading and writing curriculum areas through the use of non-fiction	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$1000	General Fund	All general education teachers, principal
Activity - Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All classroom teachers will use the district science kits (Battle Creek Units).	Direct Instruction			09/06/2016	06/30/2022	\$0	No Funding Required	All general education staff, science kit coordinator
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Strategy 2:

Professional Learning - Staff will attend professional learning opportunities in the area of science.

Category: Science

Research Cited: NSC, Next Generation Science Standards

Tier: Tier 1

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will attend required professional development in the area of science curriculum and instruction, which may include grade level meetings, training at the ISD, or other conferences.	Professional Learning	Tier 1		08/29/2016	06/30/2022	\$0	General Fund	teachers, administration, grade level curriculum chairs

Goal 5: All students at Pinecrest Elementary will become proficient in social studies

Measurable Objective 1:

A 12% increase of Pre-K, 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 the state assessment in Social Studies by 06/16/2017 as measured by the Grade 5 Social Studies M-Step.

Strategy 1:

Social Studies Instruction - All classroom teachers will implement a dedicated time to teach the social studies standards

Category: Social Studies

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pinecrest Elementary School

Building principal will work with school improvement team to lead learning and facilitate professional growth with the Michigan Elementary Social Studies Standards	Professional Learning	Tier 1	Implement	08/30/2016	06/30/2022	\$0	General Fund	Administration, School Improvement Team, Classroom Teachers
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will examine and share out social studies data, including M-Step results, with the building team in order to inform our social studies instruction	Monitor	Tier 1	Getting Ready	08/30/2016	06/30/2022	\$0	No Funding Required	Administration, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title III	Student licenses for Imagine Learning to support EL instruction in ELA	Materials	Tier 3	Monitor	09/06/2016	06/30/2022	\$1000	Classroom Teachers, ELL Teachers and paraprofessionals, administration, ELL coordinator
Title Three	Title three teacher will attend Michigan Association for Bilingual Education (MABE) conference to increase knowledge and strategies for supporting English language learners.	Professional Learning	Tier 2	Implement	09/06/2016	06/30/2022	\$200	ELL teachers, administration
Title Three	Title III teacher and paraprofessional will attend the Special Populations conference in September 2017 to gain professional training on Title III rules, regulations, and updates.	Professional Learning	Tier 2	Implement	09/01/2016	09/30/2017	\$150	ELL teacher and paraprofessional, administration
Summer Program	Salary and benefits for one ELL teacher to provide instruction for English learners in summer 2018	Academic Support Program	Tier 3	Implement	06/19/2017	07/31/2018	\$5678	ELL teacher, administration

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Puppy Paws	All staff will use puppy paws to reinforce positive behaviors of being responsible, respectful, and safe.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2022	\$1000	All staff

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title One/Intervention	Title One and Intervention will support small groups of students in reading and writing in the content areas using a push-in and/or pull out model	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$87300	Title One Teacher, 31a Interventionists, Classroom Teachers, Support Staff, Administration
Title One/Intervention	Title One and Intervention will support small groups of students in mathematics with a push-in and/or pull out model.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$87300	Title One Teacher, Interventionist, Administration, Classroom Teachers, Support Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity Lessons	Teachers will implement the monthly equity book and corresponding lessons. Students will participate in the lesson activities, which build acceptance and understanding of our diverse learning community	Behavioral Support Program	Tier 1	Implement	02/01/2017	06/30/2018	\$0	Equity team, staff and teachers, principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Block	All teachers will devote at least 60 minutes per day to mathematics instruction 5 days a week, focusing on teaching the Common Core State Standards for their specific grade level using the district mathematics curriculum.	Direct Instruction, Monitor, Teacher Collaboration	Tier 1	Monitor	08/09/2016	06/30/2022	\$75000	All classroom teachers, administration
Guided Reading	Teachers will organize reading groups by skill level and meet multiple times a week, depending on the need.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2022	\$1000	All K-5 general education staff
Book Study	Administration will participate in a book study related to Equity	Professional Learning	Tier 2	Implement	08/08/2016	06/30/2022	\$250	Administration - central office and building level
Training	Classroom teachers will attend required professional development in the area of science curriculum and instruction, which may include grade level meetings, training at the ISD, or other conferences.	Professional Learning	Tier 1		08/29/2016	06/30/2022	\$0	teachers, administration, grade level curriculum chairs
Instruction	Explicit instruction and practice of appropriate behaviors will be taught at least 5 times a year. Teachers will use PBIS lesson plans and will role play with students appropriate behaviors.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$0	Teachers
Data Analysis	Teachers will continuously analyze data, problem solve, and develop action plans based on the data in the classroom.	Academic Support Program, Monitor, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$1000	All K-5 teaching staff
Professional Learning	Building principal will work with school improvement team to lead learning and facilitate professional growth with the Michigan Elementary Social Studies Standards	Professional Learning	Tier 1	Implement	08/30/2016	06/30/2022	\$0	Administration, School Improvement Team, Classroom Teachers
Non Fiction Integration	All general education teachers will increase the use of content area non-fiction reading materials during the 90 minute reading block.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$1000	All general education staff
Check-ins	Teachers will use Math Expressions Quick Quizzes to determine student needs for differentiated instruction.	Academic Support Program, Monitor	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$0	Classroom Teachers, interventionists, support staff, administration

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Math Fact Fluency	All students will engage in math fact fluency for ten minutes per day.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/30/2022	\$0	Teachers, Principal
Progress Monitor	Teachers will administer running records for at least five students not at benchmark a minimum of three times per year and turn in the results to the administrator.	Monitor	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Classroom Teachers, Support staff, Interventionists, Principal
Data	Teachers will complete a running record for each student, at least three times a school year	Monitor	Tier 1	Implement	09/05/2017	06/30/2022	\$0	Teachers, Interventionists, Staff
Reading Block	All teachers will devote at least 90 minutes per day to reading instruction 5 days a week, focusing on teaching the Common Core State Standards for their specific grade level using the district reading curriculum.	Extra Curricular, Direct Instruction	Tier 1	Monitor	09/06/2016	06/01/2022	\$0	Classroom Teachers
Training	Staff will continue to participate in CR-PBIS training	Behavioral Support Program	Tier 2	Implement	08/30/2016	06/30/2022	\$0	Teachers and Administration
Student of the Month	Each month staff will recognize individuals from each class who demonstrate exemplary behavior according to building wide expectations	Behavioral Support Program	Tier 1	Monitor	08/01/2017	06/30/2022	\$0	Teachers, Principal, Support Staff
Second Steps	Teachers will implement the Second Steps curriculum for behavioral, social, and emotional lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2022	\$6500	Administration, teachers, support staff
Data Analysis and Action Planning	Teachers will analyze data, problem solve and develop action plans based on the data in order to group students based on need.	Professional Learning	Tier 1	Monitor	09/06/2016	06/30/2022	\$0	All teachers, Principal
Curriculum Integration	Teachers will work collaboratively to integrate science into reading and writing curriculum areas through the use of non-fiction	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2022	\$1000	All general education teachers, principal
Training	Teachers and administration will participate in all required professional development with a reading focus and instructional coaches will be available to support teachers with reading instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2022	\$0	Administration, Staff, Teachers
Trainings	Teachers will participate in professional development that focuses on effective math instruction. Teachers will attend grade level meetings and collaborate with other teaching staff within the building. Instructional coaches will be available to support teachers with math instruction.	Professional Learning	Tier 1		09/06/2016	06/30/2022	\$0	Classroom teachers, administration, instructional coaches

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title One/Intervention	Title One and Intervention will support small groups of students in reading and writing in the content areas using a push-in and/or pull out model	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$46600	Title One Teacher, 31a Interventionists, Classroom Teachers, Support Staff, Administration
Title One/Intervention	Title One and Intervention will support small groups of students in mathematics with a push-in and/or pull out model.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/30/2022	\$45600	Title One Teacher, Interventionist, Administration, Classroom Teachers, Support Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Time	All classroom teachers will use the district science kits (Battle Creek Units).	Direct Instruction			09/06/2016	06/30/2022	\$0	All general education staff, science kit coordinator
Professional Development	Administration will attend Leverage Leadership training throughout the year.	Technology, Professional Learning	Tier 1		06/22/2016	06/30/2022	\$0	Administration
Puppy Paws	All staff will use puppy paws to recognize appropriate behaviors. Pinecrest will develop an all school behavior goal each month and have an all school celebration when the goal is met.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2022	\$0	all staff
Data Analysis	The school improvement team will examine and share out social studies data, including M-Step results, with the building team in order to inform our social studies instruction	Monitor	Tier 1	Getting Ready	08/30/2016	06/30/2022	\$0	Administration, Teachers

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Instruction	Explicit instruction and practice of appropriate behaviors will be taught at least 5 times a year. Teachers will use PBIS lessons and will role play with students appropriate behaviors.	Direct Instruction	Tier 1		09/06/2016	06/30/2022	\$0	teachers
Training	Administration will attend Leverage Leadership training throughout the school year.	Professional Learning	Tier 1		09/06/2016	06/30/2022	\$0	Administration