



School Improvement Plan

Columbiaville Elementary School

LakeVille Community Schools

Ms. Margaret Allen-Quaderer, Principal
4775 Pine Street
Columbiaville, MI 48421

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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.

Executive Summary

Introduction

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

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

Description of the School

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

The Lakeville School District encompasses three small, rural communities and is approximately 100 square miles in size. Columbiaville Elementary is one of three elementary schools within the Lakeville School District. Our school is comprised of approximately 300 students in grades three through five and though our school is located in Lapeer County, our students hail from both Genesee and Lapeer Counties. Crossing county lines is a unique challenge for us as some support services are dependent upon a student's county of residence. Locating proper student services can be difficult at times.

The decline of the auto industry in the state of Michigan has resulted in a decline in our enrollment, population, and employment levels. Fifty-nine percent of our families are considered to be economically disadvantaged. Accessing community services and school sponsored events is a challenge for many of our economically disadvantaged families.

Our staff is comprised of 10 general education educators, 2 special education teachers, a part-time intervention specialist, a physical education teacher, art/music teacher, and three paraprofessionals. Our district contracts for speech and language services. The majority of our professional staff possess Master Degrees and have 15 years of experience. All instructional staff members are Highly Qualified.

Students, parents, and staff at Columbiaville Elementary continue to enjoy the many improvements to our building. We are pleased with our new lockers, improved security measures, and a remodeled annex.

School's Purpose

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

Mission Statement - All students, staff, and parents of Columbiaville Elementary School will guide the learning community to take responsibility for their lives and education so they may become productive members of society.

Vision Statement - Columbiaville Elementary students will possess the social and academic skills necessary to positively impact a dynamic world.

Beliefs Statement - All children can learn. We challenge all students to reach their highest potential through positive feedback and clear expectations. We believe an orderly, consistent environment promotes a positive learning environment. Student learning is enhanced by parent support and involvement.

Our school embodies its purpose through its program offerings and expectations. All students are included in our targeted reading, school-wide bi-weekly math assessments, Title I intervention, and positive behavior support programs. School improvement goals and strategies target all students.

Notable Achievements and Areas of Improvement

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

Columbiaville Elementary is most proud of the implementation and execution of our school-wide positive behavior support system. Since its implementation, there has been a dramatic reduction in the number of office referrals. The significant improvements in behavior have positively impacted time on task and building climate. The integration of technology is another area of notable achievement. The Promethean Boards, document cameras, and netbooks allow teachers to engage students with the most current methods of instruction. We are striving to close our achievement gaps for our bottom 30% of students over the next three years.

Additional Information

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

Columbiaville Elementary is very proud of the progress our students have made over the course of the last four years. We will continue to strive to provide quality instruction to ensure that all of our students can become productive members of society.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our stakeholders are our parents, students, and staff. They are selected through surveys, invitation, volunteering, and through school functions. The Parent -Teacher-Student (PTS) Association schedules monthly meetings to discuss school functions and activities. Title I information is shared at each monthly meeting. Students are informed of learning goals and objectives on a daily basis. Staff members are required to attend six one hour meetings to analyze and improve school improvement goals. Building, committee, and grade level meetings are scheduled on a weekly basis. All staff meetings are scheduled at a mutually agreed upon day and time.

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

Parents, students, and staff participated in surveys to help direct school improvements efforts. The building principal reports on the school improvement plan during monthly PTS and staff meetings. This year teachers reviewed the 2014/2015 Goals Summary and modified activities/strategies based on current data. At our April 3, 2014 PTS meeting, parents shared their concerns regarding the implementation of our intervention strategies for our at-risk students. As a result of parent input, we opened our Accelerated Reading program to parents in the summer, implemented a zero hour, implemented a reading program targeting our bottom 30%, and addressed Title I instructional strategies. In the fall of 2014, our parents voiced their frustrations with the transition between 2nd and 3rd grade. Their input resulted in the development of 2 evening orientation nights for our 3rd and 4th grade parents. Students are responsible for informing the staff of any concerns so that we may respond promptly and appropriately.

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

The final improvement plan is on the district website. It is also reviewed at PTS meetings and school events such as honor roll assemblies. School events are held 2-4 times per year. PTS meetings are scheduled monthly. Honor roll assemblies are scheduled 3 times per year.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Declining student enrollment over the past three years has resulted in a reduction in building budgets and instructional staff. Retaining new hires is our greatest challenge due to lay-offs. The inability to provide a competitive wage package is beginning to affect the retention of experienced staff. Professional development opportunities are limited to those activities listed in our Title II budget.

Student Demographic Data

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

The percentage of students missing more than 10 days of school is higher for our economically disadvantaged and special education students.

Student Demographic Data

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

Discipline referrals, suspensions, and expulsions continue to remain low. Non-compliance, negative language, and physical contact are behavioral issues identified as challenges.

Student Demographic Data

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

The following actions could be taken to address the challenges identified with student demographic data:

1. Declining enrollment - Increase public awareness of positive school attributes by attending regional summer/fall events and/or close buildings
2. Attendance - Columbiaville Elementary is planning several school events focusing on school attendance for the 2015/2016 school year. School events/activities include designating September as Attendance Awareness Month, scheduling parent informational nights, mailing flyers highlighting the relationship between achievement and attendance, coordinating services with county truancy agencies, recognizing perfect attendance on quarterly basis, continue communication with district attendance intervention specialist, and provide incentives for improved school attendance.
3. Behavior - Continue implementing our Positive Behavior Support program

Teacher/School Leader(s) Demographic Data

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

Seventy-three percent of our professional staff have been teaching more than 9 years. The of years of teaching and administrative experience should have a positive impact on student achievement. Forty percent (i.e. 6 of our 15 teachers) have been teaching the same grade level for more than 15 years. This situation has strengthened our knowledge of grade level curriculum and brought great stability to our instructional practices.

Teacher/School Leader(s) Demographic Data

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

The number of years of teaching experience should enhance student achievement. Seventy-three percent of our staff members have more than 9 years teaching experience. Experience in the building and grade level has attributed to a consistency in instructional methods and enhanced knowledge of 3-5 curriculum.

Teacher/School Leader(s) Demographic Data

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

The school leader is rarely absent - 5 days were logged for professional development. School leader absences should not negatively impact student achievement.

Teacher/School Leader(s) Demographic Data

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

The 2014/2015 was a very unique year for Columbiaville Elementary as four staff members took 8 to 12 week maternity leaves. Two thirds of our 3rd and 5th graders had substitute teachers for 2 to 3 months of the school year. The high teacher absenteeism rate could have a negative impact on student achievement as students/parents must adjust to differences in teaching styles and expectations. In addition to a high rate of maternity leaves, day to day absenteeism is a problem due to a shortage of substitute teachers. Students were divided between classrooms several times throughout the 2014/2015 school year- increasing class size to over 40 students.

Teacher/School Leader(s) Demographic Data

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

Challenges associated with high teacher absenteeism due to maternity leaves should lessen for the 2015/2016 school year. The challenges related to absenteeism due to illnesses could be reduced by ensuring the availability of substitute teachers. The best strategy for ensuring the availability of substitute teachers may be to consider increasing the daily pay rate for substitute teachers.

Process Data

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

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

Purpose and Direction and Teaching and Assessing for Learning are areas of highest satisfaction.

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

Using Results for Continuous Improvement and Resources and Support Systems stand out as challenges. Areas receiving a rating of 2 include: technology infrastructure, counseling services, paraprofessional training in evaluation, and the school engages in a continuous process to determine verifiable improvement in student learning.

12. How might these challenges impact student achievement?

These challenges may negatively impact student achievement.

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

Actions that could be taken to address the challenges associated with Using Results for Continuous Improvement and Resources and Support Systems include: (1) communicate technology needs to district technology consultant; (2) maximize opportunities to participate in local technology training; (3) develop/implement a child study process; (4) increase professional development opportunities for paraprofessionals in regards to the use of data; and (5) apply program evaluation strategies to all subject areas to ensure verifiable improvement in student learning.

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

All students have access to our intervention programs. STAR and NWEA results are reviewed three times per year for the purpose of determining student academic needs.

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

The following Extended Learning Opportunities are available to our students: after-school tutoring, support during recesses, after-school
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School Improvement Plan

Columbiaville Elementary School

clubs such as the Falcon Flyers, fishing club, science club, Girl Scouts, Boy Scouts, home reading program for bottom 30%, Accelerated Reading program opened to parents during summer months, Book Bowl, March Reading Month activities, Science Fair, GISD spelling bee, and field trips. With exception of Book Bowl, these learning opportunities are available to students of all grade levels. Book Bowl is limited to 5th graders.

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

Columbiaville Elementary informs students and parents of Extended Learning Opportunities via monthly newsletter, flyers, classroom newsletters, School Messenger System, and during lunch periods.

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

Evidence to support the implementation of state content standards include daily lesson plans, grade level curriculum guides, and program evaluation assessment profiles.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading strengths lie in the areas of basic reading skills (i.e. word identification) and literal comprehension.

19b. Reading- Challenges

Comprehending informational texts continues to be a reading challenge for Columbiaville Elementary students.

19c. Reading- Trends

Reading trends suggest an increase in the number of students in the bottom 30% identified as students with disabilities, homeless, and economically disadvantaged.

19d. Reading- Summary

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

Goals have been written to address the challenges associated with reading. To ensure fidelity of instruction across grade levels, all teachers (i.e. general and special education teachers) will implement Readers' Workshop, Readers' CAFE, Accelerated Reading program, the "Big 7" reading strategies, and provide explicit instruction in grade level vocabulary. Title I paraprofessionals/interventionist will provide push-in, pull-out, and individualized support on a daily basis.

20a. Writing- Strengths

Strengths lie in the area of Content/Ideas.

20b. Writing- Challenges

Challenges in writing include conventions, organization, and style/voice.

20c. Writing- Trends

Trend data reflects an increase in the number of students in the bottom 30% identified as students with disabilities.

20d. Writing- Summary

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

Challenges in the areas of writing will be addressed by implementing Writers' Workshop, and 6+1 Writing Traits. Teachers will also using writing journals to gauge language growth in the areas of conventions, style/voice, and organization. Title I paraprofessionals and interventionist will provide small group and individualized support in writing.

21a. Math- Strengths

Basic math skills (i.e. addition and subtraction) are improving.

21b. Math- Challenges

Problem -solving, number sense, and basic multiplication/division skills are mathematical challenges for the students at Columbiaville Elementary.

21c. Math- Trends

Trend data reflects an increase in the number students in the bottom 30% identified as students with disabilities, homeless, and economically disadvantaged.

21d. Math- Summary

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

Mathematical challenges will be addressed by providing 30 minutes of daily basic math skills practice, assessing math skills on a bi-weekly basis, and using notebooks to record mathematical processes. Title I paraprofessionals/interventionist will provide small group and individualized support to those students not meeting standards in mathematics.

22a. Science- Strengths

Knowledge of basic science concepts is improving.

22b. Science- Challenges

Challenges in science include vocabulary and comprehension of informational texts.

22c. Science- Trends

Trends reflect a decline in the number of students in the bottom of 30% identified as student with disabilities.

22d. Science- Summary

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

Challenges in science will be addressed by providing students with science journals to record specific vocabulary, using a variety of systematic inquiries, and using daily CCSS science worksheets to improve content reading. Title I paraprofessionals/interventionist will provide small group and individualized support to students not meeting standards in science.

23a. Social Studies- Strengths

Retention of basic concepts is improving.

23b. Social Studies- Challenges

Comprehending informational texts is a challenge for Columbiaville Elementary students.

23c. Social Studies- Trends

Trend data reflects an increase in the number of students in the bottom 30% identified as students with disabilities, homeless, and economically disadvantaged.

23d. Social Studies- Summary

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

tiered instruction if appropriate.

NA - Comprehension of informational texts is addressed in reading goals.

Perception Data

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

24a. Student Perception Data

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

Purpose and Direction, Resources/Support Services, and Teaching/Learning ranked the highest level of student satisfaction.

24b. Student Perception Data

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

Governance/Leadership and Using Results for Continuous Improvement were ranked low among students. Areas of specific weakness include student perceptions of the level of parent participation, input from students, and teacher respect for students.

24c. Student Perception Data

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

Actions that will be taken to improve student satisfaction in the lowest areas include increasing parent involvement in school activities, teaching behavior expectations in all classrooms, and requesting student input in school issues.

25a. Parent/Guardian Perception Data

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

Overall highest levels of satisfaction among parents/guardians are in the areas of Purpose/Direction, Teaching/Assessing Learning, and Using Results for Continuous Improvement.

25b. Parent/Guardian Perception Data

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

Governance/Leadership and Resources/Support are areas of lowest satisfaction among parents/guardians.

25c. Parent/Guardian Perception Data

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

Ensuring that the governing body does not interfere with the operation or leadership of our building and increasing support services are actions that could be taken to increase parent/guardian satisfaction.

26a. Teacher/Staff Perception Data

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

Purpose/Direction, Governance/Leadership, and Using Results for Continuous Improvement were our areas of highest satisfaction among teachers/staff.

26b. Teacher/Staff Perception Data

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

Resources/Support and Teaching/Assessing for Learning were our lowest levels of satisfaction among staff members.

26c. Teacher/Staff Perception Data

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

Actions taken to improve satisfaction in the area of teaching/assessing learning include the creation of grade level and content committees. Staff meet on a monthly basis to discuss student achievement data and strategies to improve learning. Resources and support services are linked to funding. Improving existing support services is critical to increasing satisfaction with resources/support services. Improvements include zero hour Title I services, using data to guide academic decisions, and ensuring paraprofessionals receive the training necessary to implement interventions.

27a. Stakeholder/Community Perception Data

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

Purpose/Direction, Using Results for Continuous Improvement, and Teaching/Assessing Learning are our highest level of satisfaction among stakeholders.

27b. Stakeholder/Community Perception Data

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

Governance/Leadership and Resources/Support Services were our overall lowest levels of satisfaction among stakeholders.

27c. Stakeholder/Community Perception Data

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

Actions taken to improve community satisfaction in the lowest areas include increasing parent awareness of extended learning opportunities and ensuring building and governing body policies promote achievement and instruction.

Summary

28a. Summary

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

Strengths identified with the four kinds of data include: (1) teacher experience - 73% of our professional staff have been 9 and 15 years of experience leading to stability in instruction and assessing learning; (2) improved overall student attendance rates; (3) communication of our purpose/direction; and (4) improvements in achievement levels in reading, writing, math, science, and social studies.

Challenges identified with the four kinds of data include: (1) declining enrollment; (2) reductions in district/building budgets; (3) daily teacher attendance/availability of substitute teachers; (4) attendance rates for students with disabilities; (4) resources/support services; and (5) achievement rates for students with disabilities, comprehension of informational texts, and basic math/problem solving skills .

28b. Summary

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

The challenges identified in the demographic, process, and perception data could have a negative impact on student achievement. Student attendance rates especially for students with disabilities are most likely related to lower achievement levels. Similarly , the inability to staff classrooms adequately when teachers are absent on a daily basis leads to increased class sizes and interrupts learning. Weaknesses in resources/support services particularly in the areas of technology, referral process, and counseling limit learning options for our students with disabilities, homeless, and economically disadvantaged.

28c. Summary

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

School Improvement Plan's Goals includes strategies and activities to address attendance and achievement levels of all students. A K-12 RTI interventionist gathers data regarding 31-A eligible students experiencing behaviors including attendance that interfere with their academic progress. Title I paraprofessionals and interventionist provide pull-out, push-in, small group, and individualized support to students who are not meeting academic standards on a daily basis. Measures of Academic Progress and STAR assessments are administered 3 to 4 times per year for the purpose of monitoring progress of our bottom 30% and overall student progress. After-school programming targets students in our bottom 30%.

Reading and science goals address weaknesses in the area of comprehension of informational texts. Math goals include activities to ensure
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all students including our students with disabilities are receiving 30 minutes of instruction in basic math skills.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Literacy and math are tested annually in grades 1-5. | Yes | Our staff utilizes the results from Accelerated Reader, unit tests, Developmental Reading Assessment (DRA), Measures of Academic Progress (MAPS), and the Michigan Education Assessment Program (Meap) to assess literacy and math annually | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | www.lakevilleschools.org | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes | EDPs are on file at the Lakeville Middle School. Copies of EDPs are not housed at Columbiaville Elementary. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | EDPs are on file at the Lakeville Middle School. EDPs are not housed at Columbiaville Elementary. | |

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

School Improvement Plan

Columbiaville Elementary School

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|--|-------------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Vickie Luoma, Superintendent 11107 Washburn Road Otisville, MI 48463 810-591-3980 | |

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | | Parent Compact |

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|-------------------|
| | The School has additional information necessary to support your improvement plan (optional). | Yes | | |

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The members of the school-wide planning committee conducted the comprehensive needs assessment throughout the 2013/2014 school year. Teachers compiled achievement data on grade level spreadsheets from the following data sources - Measures of Academic Progress (MAP), DRA2, Dibels, STAR, and writing prompts scored on a 6 point rubric. Student perception data was collected in the spring of 2012. Staff and parent surveys were administered in the spring of 2012 as well as in the fall of 2013. Parent-teacher conferences, open house, and Title I sign-in sheets provide insight into the level of parent involvement in school activities.

The building School Improvement Committee (SIC) met six times throughout the 2013/2014 school year, with the first meeting taking place on October 23, 2013. During these meetings, the SIC reviewed school achievement, program/process perception and demographic data. The instructional staff and paraprofessionals were invited to participate in the committee meetings to review/discuss our 2013/2014 school improvement goals/objectives. Data sources included the 2013 MEAP results, MEAP trend data, STAR results, staff/student/parent surveys, and demographic profile information. After analyzing and processing the data, professional development calendar/activities were developed to address areas of weakness. The CNA process resulted in the identification of writing, reading, math, science, and social studies as our priority goals for the 2015/2016 school year.

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

Student Achievement - What was examined:

MAP reading/math assessments, STAR reading, MEAP results, AMO results, and Top to Bottom

STAR - The 2014/2015 STAR comprehension results indicate that our 4th and 5th graders made an average of 1.00 to 1.25 years of growth in reading while our 3rd graders' reading skills improved an average of 9 months..

MAP Reading/Mathematics - Our 2015 winter Measures of Academic Performance results indicate that 36% of our 3rd graders, 51% of our 4th graders, and 52% of our 5th graders scored at or above grade level in mathematics. Thirty-five percent of our 3rd graders, 48% of our 4th graders, and 51% of our 5th graders scored at or above grade level in reading. Spring results not available due M-Step testing.

MEAP 2013 - Fall 2013 MEAP results indicate that 65% of our 3rd graders are proficient in reading and 54% are proficient in math. No significant achievement gaps exists between our economically disadvantaged and non-economically disadvantaged student in reading and math. A 12% gender gap exists in math at the 3rd grade level in favor of females. Seventy-nine percent of our 4th graders scored in the proficient in reading, 59% of 4th graders are proficient writers, and 58% are proficient in math. No achievement gaps exist between our economically and non-economically disadvantage in the areas of reading and math. Eleven percent gender and economically disadvantaged gaps exist in the area of writing. Seventy-seven percent of our 5th graders scored in the proficient ranges in reading, 64% are proficient in math, and 26% are proficient in science. Achievement gaps exist in the areas of reading (14%), math (32%), and science (18%) for our economically disadvantaged students at the 5th grade level. Sixty-five percent of our sixth graders scored in the proficient ranges in reading, 30% are proficient in math, and 18% are proficient in social studies. Thirteen percent gender gaps exist in reading, math, and social studies achievement in favor of males. Achievement gaps exist in the areas of reading (20%), math (28%), and social studies (24%) at the sixth grade level for our economically disadvantaged. MEAP trend data reflect significant achievement gaps between all students and students with disabilities. 2013 MEAP Item Analysis for students with disabilities indicate weaknesses in the following areas: basic math and problem solving skills, word study- vocabulary, and comprehension of narrative and informational text.

Annual Measure Objectives - All students met the Fall 2013 AMO targets in reading, math, writing, social studies, and science. Our bottom
SY 2015-2016

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30% did not meet the AMO targets in reading, math, and writing.

Top to Bottom - Mathematics - 71% of our student with disabilities are in the bottom 30%- 71% represents an 8% increase in the percent of students with disabilities in the bottom 30%, 39% of our economically disadvantaged are in the bottom 30%, increase in the number of 4th and 5th graders in the bottom 30% and decline in the number of 6th graders in the bottom 30% Reading - 69% of students with disabilities are in the bottom 30% in reading, 43% of economically disadvantaged are in the bottom 30%, declining percentage of 4th and 6th graders in the bottom 30%, increase in the number of 4th graders Science - 59% of student with disabilities in the bottom 30%, 41% of economically disadvantaged in bottom 30%, Social Studies - 81% of student with disabilities are in the bottom 30%, 45% of economically disadvantaged are in the bottom 30%

Student/Teacher/Parent Perception Data-

What was examined: Student/Teacher/Parent Survey Results/Interim Self Assessment

Staff - Areas of Improvement - mentoring programs, professional development for paraprofessionals, technology infrastructure, counseling services, training for paraprofessionals in the use of data

Strengths - conveying our purpose and direction, monitoring comprehensive information about learning, collaborating to improve instruction, building leadership

Students - 93% of our student believe our programs/services are helpful, 93% believe teacher want them to do their best

Areas of improvement - promoting positive behavior in all settings and parent participation

Parents - Strengths - Purpose/Direction, Teaching/Assessment, and Using Results for Continuous Improvement Areas of improvement - support services

Demographic Data -

What was examined: Gender, socio-economic status, special education , attendance, ethnicity, discipline

Total Enrollment - 290 - Student enrollment is declining.

Gender - 50% of our students are female and 50% are males

Socio-economic status - 61% of the student enrollment is economically disadvantaged

Attendance - 28% of our students missed more than 10 days of school; 37% of our instructional staff missed more than 10 days, 32% of our economically disadvantaged and 35% of our students with disabilities missed 10 or more days

Ethnicity - 93% of student population is Caucasian, 2% are African American, 3% are Hispanic, .6 are American Indian

Discipline - 1.2 % of our student population receive an in-school or out-of-school suspension. 35 office referrals were written for safety reasons and/or classroom disruptions Majority of referrals were written by the classroom teachers

Program/Process Data

What was examined: Current grade level configurations, instructional practices, professional development offerings, self-assessment

The lower elementary feeder buildings operate self-contained classrooms.

Columbiaville Elementary houses grades three through five. Two of our fourth grade classroom teachers exchange students for science and social studies. All other classroom teachers operate self-contained classrooms. We will operate 10 general education classrooms for the 2015/2016 school year - 3-third grades, 3 -4th grades, 1 3rd/4th split, and 3 fifth grades.

Instructional Strategies -

Writing - 6+1 Traits, Writers' Workshop, district writing prompt, content area embedded writing, use of internet websites, school-wide vocabulary builders, publishing student writings

Reading: Readers' Workshop, MAISA units, Making Meaning, MLPP, genre studies, author studies, balanced literacy, literature circles, content curriculum reading, STAR, Accelerated Reader, Read Across the Planet, leveled reading library, use of internet websites, flexible targeted reading groups, after-school tutoring, paraprofessionals, intervention specialist

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Math: Envisions, Mad Minute Math, math journals, use of manipulatives, differentiated math instruction, Study Island, enrichment math activities, use of the internet websites, bi-weekly school-wide math skill quizzes, school-wide spiral reviews, after-school tutoring, paraprofessional support

Science - Daily Science question, Study Island, journals, PE-Nut

Building Climate- Honor roll assemblies, Kinds in New Directions, Heartland Hospice, PTS, Positive Behavior Support, Physical Education - Nutrition (PE-Nut), volunteers

Self -Assessment - Areas receiving highest rankings are Purpose/Direction and Teaching/Assessment.

Conclusions:

Student Achievement- Analysis of our student achievement data reveals that our achievement gaps in the areas of math and reading are closing between our economically disadvantaged and non-economically disadvantaged in grades 3,4,5, and 6. The 18% achievement gap that existed in science in the fall of 2012 continues to exist. The 24% achievement gap in social studies represents a 9% increase since the fall of 2102.

Subgroup concerns include our students with disabilities. The achievement gap for our students with disabilities is widening as the gap for our economically disadvantaged students is closing.

Program/Process- Our staff rated themselves as operational in all 5 of the five standards. Purpose and Direction (Standard 1) was ranked the highest at a 3.33. Title I Intervention Specialist's schedule is being adjusted for the 2014/2015 school year to allow for greater daily student contact and increased student achievement. Title I Intervention Specialist will also be attending professional development in the reading during the summer of 2014. Paraprofessionals and special education instructors will be implementing a take-home reading program for the bottom 30%. Parent communication/involvement will be enhanced for the purpose of addressing attendance and achievement gaps. K-12 RTI Intervention Specialist will be addressing attendance issues and targeting our 10 students identified for our Dropout Challenge. Student mentors may be considered to assist with after-school tutoring/assignment completion issues.

Perception Data - Perception data reveals that our parents and students believe the principal and teachers want every student to learn and are helping them to prepare for the next year. Efforts to increase parent involvement include scheduling parent-teacher conferences twice a year, promoting our Title I informational night and other school functions, coordinating fall pictures with open house to encourage greater parent participation, offering grade level music performances, continuing our quarterly honor roll assemblies, and welcoming volunteers.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Demographic issues (i.e. absenteeism), content (i.e. achievement gaps in reading, math, writing, and science) and subgroup concerns (economically disadvantaged and students with disabilities) are priority areas identified for establishing our school improvement goals.

Goals for 2015/2016 are as follows: 85% of students will demonstrate proficiency in calculation and problem solving in mathematics by

6/30/2022. 85% of students will be proficient in reading by 6/30/2022. 85% students will become proficient writers by 6/30/2022. 85% of students will demonstrate proficiency in science by 2022.

Subgroups: Economically disadvantaged and students with disabilities will be our focus objectives and interventions.

Goals were not established for social studies as comprehension of informational texts is being address under our reading goal and objectives. Examples of strategies to be used to improve the comprehension of informational text include guided reading, literature circles, read aloud, and writing journals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

All content goals address the needs of all students. Strategies/activities developed to address the needs of students at-risk of not meeting academic standards include Title intervention specialist and paraprofessionals, after-school programming, progress monitoring, K-12- RTI interventionist, direct instruction in grade level vocabulary, improving math problem solving and computational skills, and providing hands-on science inquiry.

Other daily classroom intervention strategies/procedures include:

Accommodations for students with disabilities: preferential seating near the teacher or Promethean Board, increased wait time, frequent review of materials, simplified instructions, extended time to complete lengthy assignments/tests, assistive technology, use of a study partner, and no timed tests.

Modifications include: assistance with taking notes, modified or shortened assignments, alternative testing formats, peer assistance, cooperative learning, modified grading, modified expectations, audio format of textual materials, and breaking assignments into smaller chunks.

Accommodations for all students include: Use of leveled books in all subject areas, availability of audio format textbooks, use of high interest materials, and use of highlighters.

On-line materials include: use of virtual manipulatives, tutorials, text, and additional educational websites that correlate with district curriculum.

Curriculum: Shortened assignments based on mastery of key concepts, alternative forms of authentic assessment when necessary, modification of grading scale if necessary, modified expectations based on student needs, and alternative assignments.

Classroom: Individual behavior plans when needed, reduced visual distractions, provision of a computer for written work when necessary, preferential seating, quiet learning environment during testing, use of oral/written directions, use of student paraphrasing for instruction, modeling final product when appropriate, use of visual and anchor charts.

Programming: Use of child study team process, development and implementation of behavioral management plans, use of school-wide PBS

Component 2: Schoolwide Reform Strategies

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

Math: (Strategies are computation fluency, problem solving, at-risk interventions) All teachers will embed manual and virtual manipulatives in their mathematics instruction. They will use math journals for vocabulary/problem solving and provide 30 minutes of daily spiral math review or mad minute math. Basic math skills will be assessed on a bi-weekly basis. Intervention staff will provide additional support to all students who are not meeting standards in math on a daily basis. After-school tutoring will be provided 4 days/week for 1 hour.

Reading: (Strategies - Comprehension, Vocabulary, at-risk interventions) All Columbiaville Elementary teachers will implement the on-line Accelerated Reader Program (students will take 6-8 tests per year at their reading level), provide explicit vocabulary instruction and implement Readers' Workshop as outlined in the MAISA units and Readers' CAFE. Intervention staff will provide additional support to students who are not meeting standards in reading achievement on a daily basis.

Writing: (Strategies - Writers' Workshop, 6 +1 Traits, MAISA writing units, and at-risk interventions)

All teachers will follow the MAISA writing pacing guide and implement Writers' Workshop and 6+1 Writing Traits. Intervention staff will provide additional support to those students not meeting standards in written expression on a daily basis.

Science: (Strategies - Vocabulary, Comprehension, Inquiry Based Learning, and at-risk interventions) All teachers will explicitly teach science vocabulary, improve comprehension of science content by providing daily science questionnaires, and use inquiry based learning. Intervention staff will provide additional support to students not meeting science standards on a daily basis.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Quality of Instruction: The following strategies in our school-wide plan increase the quality of instruction - math, science, and writing journals increase student vocabulary banks and improve problem solving skills, the MAISA units provide staff with ELA lessons and pacing guides to ensure consistency in instruction across grade levels, Readers'/Writers' Workshops and CAFE provide comprehension and writing strategies, focus on computational skills improves automaticity - a skill critical to success in math as problems become more complex, intervention staff members target students specific academic/attendance weaknesses, inquiry based learning increases opportunities for hands-on learning

Quantity of Instruction: The following strategies in our plan increase the quantity of instruction- daily oral language, daily science questionnaires, and spiral math reviews are additions or supplement daily ELA, science, and math instruction. All students receive 90 minutes of ELA and math instruction. Intervention staff will provide supplemental math, writing, and reading instruction and/or support. The K-12 RTI interventionist will address attendance issues thus increasing the number of instructional days for students frequently absent.

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

Our achievement gaps have been linked to the lack of student engagement in schoolwork, high absentee rates especially for our economically disadvantaged and students with disabilities, misalignment of special and general education curriculum, differences in vocabulary acquisition between lower and upper SES students, and greater academic demands as students move through the grades. The following research-based strategies are aligned with the findings of our needs assessment - building student vocabulary banks in reading, math, and science, intervention staff (i.e. Title I and special education teachers) will provide small group and individual support to students struggling with the increased grade level demands, all instructional staff members including special education will implement school improvement strategies, K-12 RTI interventionist will address absenteeism by providing timely and appropriate assistance to parents and students, and after-school programming will provide opportunities for increased student engagement in daily math and reading activities.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Timely Additional Support: The following strategies provide a level of interventions for students who need the most instructional support-

Reading - Use of leveled books as outlined in Readers' Workshop, availability of audio format textbooks, implementation of the online Accelerated Reader Program, flexible targeted reading instruction, intervention teacher will be implementing a zero hour and providing small group instruction, paraprofessionals will provide pull-out and push-in support, all intervention staff will provide the bottom 30% with take-home reading materials on a weekly basis, after-school programming provides students with additional reading support 4 days/week for 1 hour, and Accelerated Reader was opened for parents/students to utilize over the summer months

Writing - implementation of Writers' Workshop by all instructional staff as outlined in the MAISA units, intervention staff will provide small group and individual support to students struggling with writing, writing journals will provide students with opportunity to apply skills taught in 6+1/MAISA mini-lessons.

Math - building math fluency or automaticity needed to ensure success as problems become more complex, spiral review provides students with 30 minutes of daily math practice, bi-weekly math assessments allow staff to target specific students and skills, intervention staff will provide small group and individual support to those students struggling to meet grade level demands, after-school tutoring provides additional math support 4 days/week for 1 hour

Science- Daily Science Question supplements daily science lessons and addresses weaknesses in the area of comprehension of informational texts, inquiry based learning provides students with hands-on learning opportunities, intervention staff provide small and individual support to students struggling with content

Social Studies - comprehension of informational texts is addressed in reading goals/strategies, intervention staff (i.e. paraprofessionals and special education) provide small and individual support to students struggling with grade level content

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

The following forms of local assessments will be use to progress monitor -

Measures of Academic Progress (MAP) is administered 3 times per year. Results of the MAP reading, math, and language assessments are reviewed at monthly grade level meetings. Grade level meetings are comprised of general and special education staff members.

Basic math skill assessments are administered on a bi-weekly basis throughout the school year. All staff members are provided with the names of those students scoring below 70% on a bi-weekly basis.

STAR reading assessments are administered every 6 weeks. Results are reviewed at monthly grade level meetings and utilized to adjust reading instruction/groups.

DRA2 is administered once a year.

Dibels fluency assessment is administered twice a year at the third grade level.

Unit/chapter assessments are administered/monitored throughout the school year.

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | <p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | All instructional paraprofessionals at Columbiaville Elementary meet the NCLB requirements for highly qualified. The Lakeville Community Schools Human Resource Department maintains records of the qualified status of all instructional paraprofessional employees. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | <p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | All teachers at Columbiaville Elementary meet the NCLB requirements for highly qualified. The Lakeville Community Schools Human Resource Department maintains records of the qualified status of all instructional employees. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our fifth grade staff was reduced from 4 to 3 teachers for the 2015/2016 school year. One 5th teacher was laid-off and another was moved to our middle school. Our most experienced 5th grade teacher moved out of state.

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

All teachers and instructional paraprofessionals at Columbiaville Elementary are Highly Qualified under NCLB. Of our 21 teachers, 5 have 0-3 years of experience, 4 have 4- 8 years of experience, 5 have 9-15 years of experience, and 7 have more than 15 years of experience.

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

Columbiaville Elementary is a student-oriented learning environment. Staff and community members provide our students with many event/programs to enhance learning. Character counts in our building. We promote safety, respect, and responsibility. In addition to a caring staff, we are very fortunate to have a supportive group of volunteers that donate many hours to our building.

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

To attract highly qualified teachers, LakeVille Community Schools offer a competitive wage and benefit package. We are a small, rural district that provides a close knit community with strong parental support. Our district offers teachers current technology, multiple opportunities for professional development throughout the school year as well as the summer, and a well-established partnership with the Genesee Intermediate School District for technology, professional development, special services, and employment services. In conjunction with University of Michigan-Flint and Baker College, we work to prepare highly qualified educators through the placement of student teachers/student interns in our building.

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

We do not have a high turn over rate of teachers.

Component 5: High Quality and Ongoing Professional Development

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

Summer professional development is offered to staff members through the Davison, Kearsley, Clio, and Lakeville Consortium. The 2014 summer offerings include English Language Arts (i.e. Reader's/Writer's Workshop for Grades 3-6, Running Records, Content Area Literacy/Informational Text Reading Strategies, Close Reading-Linger in the Text); Math - Math (CCSS: Models for Grades K -6), Instructional Technology (Best Practices for Integrating Technology into Classroom Instruction); and Science- (NGSS:Inquiry in Science for Grades K to 12, Brain Based Learning).

One Columbiaville Elementary teacher will attend the Genesee County Mathematics Elementary Leadership Team professional development. The Leadership Teams will meet 4 times throughout the 2014/2015 school year. Sept. 30th, November 10th, January 13th, and February 23rd .

Columbiaville Elementary will send staff members to the Dr. Sandra Biondo Writing Units of Study workshops scheduled for Sept 18th, Oct. 17th, Nov. 10th, Dec. 2nd, January 15th, Jan.27th, Mar.17th, April 30th, Feb.10th, March 9th, April 15th, and May 19th.

Six Professional Learning Community meetings will be scheduled throughout the 2014/2015 school year for the purpose of reviewing local school data and monitoring school improvement strategies.

District curriculum meetings are scheduled 4 times per year.

Reading, Writing, Science, Social Studies, and Reading committee meetings are scheduled on a monthly basis.

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

Professional development is built into the 2014/2015 school calendar and is data driven. The district is offering summer professional development opportunities as well as allowing staff to attend Genesee Intermediate School District professional development. At the building level, grade level, professional learning community, and committee meetings are scheduled on a monthly basis.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-----------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | PD Schedule 2015-2016 |

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to be active participants in all aspects of our school-wide plan. Parents had input in the plan through two focus groups held in July and August of 2009 and via parent surveys administered throughout the school years. Parents were encouraged to take the online Advanc-ed survey in the fall of 2013 and the Title I program effectiveness survey in the spring of 2014. Results of these surveys were utilized in the development of strategies to strengthen Title I services. School improvement and Title I is addressed at our monthly PTS meetings.

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

Our parents are involved in the implementation of our school- wide plan in the following ways:

Comprehensive Needs - Parents provide perception data by participating in the online and paper surveys.

School-wide Reform Strategies - PTS provides the funds for our online Accelerated Reading Program, Science Magazine, daily student planners and program incentives.

Attract and Retain Highly Qualified Staff - Parental support and our active PTS create a positive learning/working environment.

Parental Involvement - Parents provide perception data via school surveys and include school improvement as a monthly agenda item

Preschool Transition- Parents are required to volunteer to work in the preschool program

Timely and Additional Assistance - Parents assist students with their weekly take-home reading program

Coordination of Federal, State, & Local Resources - PTS fund our online Accelerated Reading Program, field trips, student planners, Science magazine, and purchase teaching supplies upon request

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

Parents provide perception data via online and paper surveys. School improvement and Title I are addressed at monthly PTS meetings.

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

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

1118 (e) (1) - Columbiaville elementary will assist parents in understanding the state's Common Core Standards and assessments allow monitoring of their child's progress by providing the following:

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- Parent/Teacher Conferences
- Annual Title I Meeting
- Open House
- Parent copy of the Common Core State Expectations at Open House/Parent-Teacher Conferences
- MEAP results mailed to parents
- Report cards - quarterly
- Progress reports -MAP - 3 times per year

1118 (e) (2) - Columbiaville Elementary will provide materials and training to help parents work with their children through the following events/activities:

- Hosting training sessions for parents
- Providing lists/links to community resources such as KIND
- Providing parents with math/reading worksheets/activities such as reading logs, flashcards, manipulatives, Accelerated Reader, take-home reading program
- Parent accessible online math program/textbook
- Parent access to online grading system with interactive communication

1118 (e) (3) Columbiaville Elementary will train staff to build effective parent involvement by providing biweekly staff meetings to investigate specific strategies to try in their classrooms;

1118 (e) (4) - Lakeville Community Schools offer the following preschool programs: Head Start, Four Year Old Program, SKIP, Three Year Old Program, and Parents as Teachers. Columbiaville Elementary collaborates with other agencies to coordinate and integrate parent involvement in programs such as KIND, Truancy/Juvenile Delinquency, PE-Nut, and Heartland.

1118 (e) (5)-Columbiaville Elementary will provide information in a format and language that parents can easily understand by providing written and auditory messages. Interpreters are available via the Genesee Intermediate School District upon request.

1118 (e) (14)-Columbiaville Elementary will provide reasonable support for parents upon request. Columbiaville offers extra textbooks/online ext for parents to use at home, supplemental academic materials, after-school tutoring, and flexible scheduling for parent/teacher conferences.

(f) - Columbiaville Elementary will provide full opportunities for parent with Limited English Proficiency, those with disabilities, and for parents of migratory children with the assistance of the Genesee Intermediate District.

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

Columbiaville Elementary monitors/evaluates parental involvement using the following methods: recording the number of parents who attend the fall open house, parent-teacher conferences, after-school Title I events/activities, special events, PTS meetings, and reviewing student/parent perception data. Volunteer hours are logged in the office.

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

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Data compiled from parent surveys are utilized to improve our school-wide program. To encourage parent attendance at special school events such as open house, Columbiaville Elementary has scheduled school pictures. Parents will be able to accomplish three important school functions the night of open house - they will meet their child's teacher, receive enrollment forms, and have their child's school picture taken for the 2015/2016 school year. Every parent receives an appointment for a fall conference. The request for increased support services such as counseling is addressed through outside agencies such as KIND, Truancy/Juvenile Delinquency, Heartland services, CMH, and our own K-12 RTI interventionist.

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

The Parent-Child-Teacher compact is reviewed at the first fall parent-teacher and staff meetings. The compact is modified accordingly. It is then reviewed/discussed with parents at the fall parent-teacher conferences.

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

The Parent Compact is reviewed/discussed with parents at the fall parent-teacher conferences.

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

N/A - Columbiaville Elementary is a 3-5 building.

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

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

All parents receive individual student assessment results in the content areas. The MAP reading, ELA, and math results are provided to parents in two different formats - graphs and written reports. Graphs provide parents with literacy issues with a visual of their children's progress 3 times per year. The online grading system allows parents access to their children's progress 24 hours a day. The system is interactive. Parents can request an individual conference to discuss their child's progress at any point in time. Interpreters are available upon request at the Genesee Intermediate School District.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

LakeVille Schools provide the following preschool programs in our Early childhood Center at Otisville Elementary: Head Start, Three and Four Year Old Programs, and Parents as Teachers. Parents have an opportunity to meet with school staff on a monthly basis and receive updates through LakeVille Falcon Flyers and Outlook. LakeVille has created a facebook page to connect with parents of students of all ages. Information is also available on our webpage. Columbiaville Elementary works closely with the our Early Childhood Center to establish consistency in programming across grade levels.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

LakeVille Schools early childhood programs provide training to the parents of our preschoolers. Preschool teachers are offered professional development through the Genesee Intermediate School District. Headstart is available on site with parenting classes as a component. Parents are required to volunteer through Headstart.

Component 8: Teacher Participation in Making Assessment Decisions

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

Unit and chapter assessments are teacher generated. District assessments such as Measures of Academic Progress, STAR, Dibels, and DRA2 were researched and selected by a team of educators at Lakeville Community Schools in conjunction with the Genesee Intermediate School District. In 2012-2013, teachers updated their math, science, ELA, and social studies pacing guides to ensure alignment with the Common Core State Standards. The District Curriculum Committee (DCC) meets 4 times a year to address curriculum/assessment issues. Our DCC is comprised of 3 administrators and a teacher representative from each building within our district. Measures of Academic Progress (MAP) is administered in the fall, winter, and spring of each year for the purpose of monitoring reading/math achievement. Curriculum review is ongoing as new Common Core Standards are incorporated.

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

Teachers record student achievement data on their Grade Level Assessment Profile worksheets throughout the school year. The data is reviewed/analyzed at monthly grade level and committee meetings. Staff members adjust instruction as needed based on the results of the data review meetings.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Columbiaville Elementary utilizes a multi-tier approach to identify students at risk of mastering the State's academic achievement assessment standards at proficient level. At Tier I, all students receive quality, research-based math, ELA, science, and social studies instruction. All students including many of our special education students participate in flexible targeted reading instruction. Title I paraprofessionals provide additional support to students experiencing difficulty in reading by pushing into targeted reading classes. Reading progress is monitored every 6 weeks. Grade level meetings are scheduled twice a month to review data and adjust the targeted reading groups.

At Tier II, our paraprofessionals and teachers target the bottom 30% of of their students by providing small group instruction and/or review of math, science, reading, and social studies concepts within and outside the classroom. NWEA reading, writing, and math, STAR reading comprehension, attendance, and bi-weekly math assessment results are utilized to identify students in the bottom 30%.

At Tier III, our intervention specialist and 31A intervention specialist meet with the bottom 5 to 10% of students. NWEA reading, math, ELA, STAR reading, bi-weekly math assessments, and attendance records are utilized to identify students in the bottom 5 to 10%. Progress is monitored every 6 weeks and instruction/interventions are adjusted as needed.

At Tier IV, students who are not responding to intervention may be referred for a special education evaluation. State special education rules and regulations provide criteria for eligibility for special education programs and/or services.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Title I intervention staff (i.e. intervention specialist and paraprofessionals) provide assistance to students who are experiencing difficulty mastering the State's academic achievement assessment standards in reading, math, writing, science, and social studies at the 3rd, 4th, and 5th grade levels. Our part-time intervention teacher, paraprofessionals, special education teachers provide small group instruction to students on a daily basis. For the 2015/2016 school year, Columbiaville Elementary will be implementing a zero hour where upon our intervention teacher will meet with targeted students before the opening of the school day. This strategy will increase instructional time in the general education setting for those students most in need of additional support. Paraprofessionals, intervention teacher, and special education teachers will also provide take-home reading materials to the bottom 30% on a weekly basis. After-school math and reading tutoring is provided to targeted students 4 days/week for 1 hour by our 31A paraprofessionals. Our K-12 RTI Interventionist will address attendance issues by scheduling bi-weekly or monthly meetings with parents/students.

In addition to the assistance provided by on intervention staff, our general education staff will provide:

Printed materials: Use of leveled books in all subject areas, availability of audio format textbooks, use of high interest materials, and the use

School Improvement Plan

Columbiaville Elementary School

of highlighters.

Online materials: Use of virtual manipulatives, tutorials, text, and additional education websites that correlate with the district curriculum.

Curriculum: Shortened assignments based on mastery of key concepts, alternative forms of authentic assessment when necessary and alternative assignments

Classroom: Individual behavioral plans when needed, reduced visual distractions, provisions of a computer for written work when necessary, modeling final product when appropriate, use of visual schedules, and anchor charts

Programming: Use of the child study team process, development and implementation of behavior management plans, and use of school-wide PBS

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

The following strategies are used at Columbiaville Elementary to support students who are not mastering content:

Accommodations: preferential seating near the teacher or Promethean Board, increased wait time, frequent review of materials, simplified instructions, extended time to complete lengthy assignments and tests, assistive technology, use of a study partner, provision for no timed tests, provision for oral responses to exam questions

Modifications: assistance with taking notes, adjusted or shortened assignments, alternative testing formats, peer assistance, cooperative learning, audio format of textual materials,

Printed materials: Use of leveled books in all subject areas, availability of audio format textbooks, use of high interest materials

Online materials: Use of virtual manipulatives, tutorials, text, and additional educational websites

Curriculum: Shortened assignments based on mastery of key concepts, alternative forms of authentic assessment when necessary, and alternative assignments

Classroom: Individual behavior plans when needed, reduced visual distractions, provision of a computer for written work when necessary, preferential seating, quiet learning environment during testing use of oral/written directions, use of student paraphrasing for instruction, modeling final product when appropriate, use of visual schedules, and anchor charts.

Programming: Use of child study team process, development and implementation of behavior management plans, and use of school-wide PBS

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal, State, and local programs and resources are coordinated to support instruction by highly qualified teachers and paraprofessionals, professional development, parent involvement and academic/behavior support.

Federal Resources, Programs, and Grants: Title I, Title II Part A Professional Development, IDEA/Special Education, USDA Grant/Nutrition, 31A - Title I Grants fund our part-time intervention teacher and 3 -4 hour paraprofessionals, MAP assessment program, Study Island, and parent involvement component i.e. Title I Night. Title II provides funds for professional development in the areas of reading, math, science, and technology. 31 A funds support our after-school tutoring program and our K-12 RTI interventionist.

State Resources, Programs, and Grants: Physical Education-Nutrition (PE-Nut) Grant

Local Resources, Programs, and Grants: PTS funds our field trips, online Accelerated Reading Program, Science Magazine, and supports academic programs by providing incentives for student growth, KIND - school & home based program for students in need of academic or behavior support, Lapeer Truancy/Juvenile Delinquency program provides support to students and families struggling with attendance and behavior issues, Heartland Health Services provides grief counseling, Lakeville Community Education provides after-school science ,archery, fishing, running,and basketball clubs, Boy Scouts and Girl Scouts offer after school courses,

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Comprehensive Needs Assessment - Title I funds support our MAP progress monitoring program. The state funded MEAP is utilized to determine our school's strengths and weaknesses.

School-wide Reform Strategies - Title I supports interventions for at-risk students and Study Island math and science program. Local PTS funds are utilized to purchase our online Accelerated Reading Program and Scholastic Science magazine. 31 A funds support our after-school tutoring program and K-12 RTI interventionist. IDEA supports programs for students with disabilities.

Highly Qualified Staff - General foundation grants are utilized hire highly qualified staff.

Attract and Retain Highly Qualified Staff - General foundation grants are utilized to retain highly qualified staff.

Professional Development - Title II grant supports professional development

Parental Involvement - Title I monies are utilized to support Title I Parent Night

Preschool Transition - N/A

Assessment Decisions - Title I funds support our MAP progress monitoring program and local funds support our STAR reading program

Timely and Additional Assistance - Local funds support KIND, Lapeer Truancy/Juvenile Delinquency Program, Heartland grief counseling, after-school clubs, 31A supports after-school tutoring program and K-12 RTI interventionist

Coordination & Integration of Federal, State, and Local Resources - Coordinating all sources of revenue allows Columbiaville Elementary to expand learning opportunities to our students and target those student most in need of intervention

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence prevention programs - Local programs include implementing Positive Behavior Support system and coordinating with Lapeer Truancy/Juvenile Delinquency Program

Nutrition programs include funding for free and reduced breakfast/lunch programs, summer free/reduced breakfast and lunch program, PE-Nut

Housing programs include implementation of the McKinney Vento Homeless Act.

Evaluation:

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

Our entire instructional staff meets at least twice a year to review the implementation of our school-wide plan. Two of our six professional learning community meetings are devoted to discussing school-wide instructional strategies/activities. Parent input is gathered through surveys and at monthly PTS meetings.

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

Our school evaluates the results achieved by the school-wide program using data from the State's annual assessments and other indicators of academic achievement at our monthly staff meetings. STAR reading results are reviewed every six weeks while basic math assessment results are distributed every two weeks. Title I and 31 A Program Effectiveness Worksheets are complete once per year and shared with parents at spring PTS meeting .

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

Title I and 31 A Program Effectiveness Worksheets are completed once a year. Results are reviewed with staff and PTS at a monthly meeting. STAR results are reviewed every 6 weeks and basic math performance information is provided on a bi-weekly basis. MAP results are reviewed 3 times over the course of the year.

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

Progress on all goals is monitored throughout the school year. Each school improvement goal has a committee that meets monthly to review and monitor progress toward goal achievement. A final analysis is conducted at the end of the school year to inform instruction for the following year.

Goals Plan - 2015/2016

Overview

Plan Name

Goals Plan - 2015/2016

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 Columbiaville Elementary will demonstrate proficiency in mathematics. | Objectives: 1 Strategies: 3 Activities: 12 | Academic | \$300 |
| 2 | All students at Columbiaville Elementary will be proficient in reading. | Objectives: 1 Strategies: 3 Activities: 11 | Academic | \$0 |
| 3 | All students at Columbiaville Elementary will be proficient writers. | Objectives: 1 Strategies: 4 Activities: 8 | Academic | \$150 |
| 4 | All students at Columbiaville Elementary will demonstrate proficiency in science. | Objectives: 1 Strategies: 4 Activities: 9 | Academic | \$0 |

Goal 1: All students at Columbiaville Elementary will demonstrate proficiency in mathematics.

Measurable Objective 1:

85% of 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 calculation and problem solving in Mathematics by 06/30/2022 as measured by state math assessment..

Strategy 1:

Computational Fluency - All teachers will provide 30 minutes of daily basic math skills practice.

Research Cited: Marzano, Robert J. (2007). The Art and Science of Teaching. Virginia: ASCD.

Marzano, Robert J. (2003). What Works in Schools. Virginia: ASCD.

Schmocker, Mike. (2011). Focus: Elevating the Essentials. Virginia: ASCD.

Tier:

| Activity - Spiral Review | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will use Math Minute as a daily spiral review. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff and building principal |

| Activity - Basic Facts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All teachers will distribute basic fact worksheets/flashcards (i.e. addition, subtraction, multiplication, division) on a weekly basis for completion at home. Students will complete as many problems as possible in 5 minutes. Students will return their worksheets to school for credit until they demonstrate mastery. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff and building principal |

| Activity - Bi-weekly basic math assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| Building principal will assess students' basic math computational skills every two weeks. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Building principal and instructional staff |

Strategy 2:

Problem Solving - Through the use of math journals and Study Island, all teachers will provide students with the opportunity to use language to express and justify

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their mathematical reasoning (Zemelman, Daniels, and Hyde, p.117)

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. New Hampshire: Heinemann. Schmocker, Mike. (2011). Focus: Elevating the Essentials. Virginia: ASCD.

Tier:

| Activity - Resources for Math Journals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|--|
| The district will provide spiral notebooks for use as math journals. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$300 | General Fund | Building principal and instructional staff |

| Activity - Study Island | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|--------------------|--|
| All teachers will utilize Study Island to improve problem solving skills. | Technology | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Instructional staff and building principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| One instructional staff member will be trained in math leadership in order to help prepare students to be career and college ready. | Professional Learning | Tier 1 | Implement | 09/30/2014 | 02/23/2015 | \$0 | No Funding Required | Instructional staff and principal |

| Activity - Collaborative Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| General and special education staff members will meet monthly in order to review student work/assessment results and to develop interventions for individual students. | Communication | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0 | No Funding Required | General and special education staff members, principal |

Strategy 3:

Intervention for At-Risk Students - Intervention staff will provide additional support to all students who are not meeting standards in math.

Research Cited: Sprague, J., Cook, C., Wright D., Sadler, Carol. (2008). RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports. MAASE. (2007). Response to Intervention- Enhancing the Learning of All Children. NASDSE.(2008) Response to Intervention- Blueprints for Implementation. Epstein, J. (2011). School, Family, and Community Partnerships. Westview Press.

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Tier:

| Activity - Math Intervention Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|--------------------|---|
| Part- time intervention specialist will provide small group instruction to students who are not meeting standards in mathematics on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Building principal and intervention specialist |
| Activity - Math Intervention Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Paraprofessionals will provide push in and/or pull out, individualized or small group tutoring to students who are not meeting standards in math on a daily basis | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Building principal, paraprofessionals, and intervention specialist |
| Activity - Math Intervention - After School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Paraprofessionals will provide 1 hour of after-school math support including assignment completion 4 days per week. | Academic Support Program | | | 10/01/2013 | 06/12/2015 | \$0 | Section 31a | Building principal, paraprofessionals |
| Activity - Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Measures of Academic Progress assessment program will be administered 3 times during the course of the 2013/2014 school year for the purpose of monitoring student response to intervention. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Building principal, instructional staff, paraprofessionals, intervention specialist |
| Activity - K-12 RTI Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------------|--|--|------------|------------|-----|-------------|---|
| K-12 interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic progress. Data will be provided to building RTI teams for use in implementing timely and appropriate interventions. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Instructional staff, K-12 interventionist, building principal |
|--|--------------------------|--|--|------------|------------|-----|-------------|---|

Goal 2: All students at Columbiaville Elementary will be proficient in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in comprehending both narrative and informational texts in English Language Arts by 06/30/2022 as measured by state reading assessment. .

Strategy 1:

Reading Comprehension - All teachers will provide direct instruction in the comprehension of narrative and informational texts.

Research Cited: Moore, D. (). Reading Comprehension Strategies. Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice: Instruction that Works. New Hampshire: Heinemann. Marzano, R. (2003). What Works in Schools. Virginia: ASCD. Miller, (2002). Adapting instruction to the needs of the learner-grouping of the class. Research Base for Readers and Writers Workshop Compiled by Columbia Teachers College Readers and Writers Project. Boushoy, G. & Moser, J. (2009) . The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction. Ontario: Pembroke Publishers.

Tier:

| Activity - Readers Workshop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will implement Readers Workshop. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff and building principal |

| Activity - Readers CAFE | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will utilize Readers CAFE to teach reading comprehension strategies. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff and building principal |

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

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|---|--------------------------|--|--|------------|------------|-----|---------------------|--|
| All teachers will implement Accelerated Reading Program - 6-8 assessments per year. Teachers will assist students with the selection of appropriate accelerated reading materials and ensure students are completing the accelerated reading assessments. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff, intervention specialist, and building principal |
|---|--------------------------|--|--|------------|------------|-----|---------------------|--|

| Activity - "Big 7" Reading Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will focus on the "Big 7" Reading Strategies (i.e. plan & monitor, determine importance, ask questions, make inferences, make connections, synthesize, and visualize). | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff, intervention specialist, and building principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|---------------------|
| Instructional staff will be provided the opportunity to be trained in Readers'/Writers' Workshop in order to ensure consistency in implementing the Readers'/Writers' Workshop. | Professional Learning | | | 06/18/2013 | 06/12/2015 | \$0 | Title II Part A | Instructional staff |

Strategy 2:

Vocabulary - All teachers will provide explicit vocabulary instruction.

Research Cited: Feldman, K., & Kinsella, K. Narrowing the Language Gap: The case for Explicit Vocabulary Instruction. Scholastic Professional Paper. Marzano, R. (2003). What Works in Schools. Virginia: ASCD.

Tier:

| Activity - Vocabulary Builders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will provide explicit grade level instruction in vocabulary | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff, intervention specialist, and building principal |

Strategy 3:

Intervention for At-Risk Students - Intervention staff will provide additional support to students who are not meeting standards in reading achievement.

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Research Cited: Sprague, J., Cook, C. Wright, D. & Sadler, C. (2008) RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports. MAASE. (2007) Response to Intervention-Enhancing the Learning of All Children. NASDSE. (2008). Response to Intervention- Blueprints for Implementation. Epstein, J. (2011). School, Family, and Community Partnerships. Westview Press.

Tier:

| Activity - Reading Intervention Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|--------------------|---|
| Part-time intervention specialist will provide small group instruction to students who are not meeting reading standards on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Intervention specialist and building principal |
| Activity - Reading Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Paraprofessionals will provide push-in , pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Intervention specialist, building principal, paraprofessionals, and instructional staff |
| Activity - After-School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| After-school reading support including assistance with assignment completion will be provided to students who are not meeting reading standards 4 days/week for one hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Paraprofessionals and building principal |
| Activity - Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Measures of Academic Progress assessment program will be administered 3 times per year for the purpose of monitoring student progress. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Instructional staff, intervention specialist, paraprofessionals, and building principal |

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| Activity - K-12 RTI Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The K-12 interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic success. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Instructional staff, K-12 interventionist, building principal |

Goal 3: All students at Columbiaville Elementary will be proficient writers.

Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 06/30/2022 as measured by state writing assessment. .

Strategy 1:

Writers' Workshop - All teachers will utilize Writers' Workshop to implement the Common Core State Standards and MDE State Standards. Writers' Workshop includes a targeted mini-lesson, an independent writing component, and a shared portion of written communication.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. New Hampshire: Heineman. Flower, L., Hayes, J. (1981). A Cognitive Process Theory of Writing College Composition and Communication. Hayes, J., & Flower, L. (1986). Writing Research and the Writer. American Psychologist, 41, 1106 -1113, Calkins, L.M. (1994). The Art of Teaching Writing. New Hampshire: Heinemann.

Tier:

| Activity - Materials - Writing Journals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Content area teachers will utilize writing journals/notebooks to gauge growth and application of skills introduced in each mini-lesson. Teachers will be provided with spiral notebooks in order to ensure use of writing journals. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$150 | General Fund | Instructional staff and building principal |

Strategy 2:

6 + 1 Writing Traits - All teachers will utilize 6+1 Writing Traits. This writing strategy emphasizes the following: ideas the purpose is clearly conveyed, organization - internal structure, voice - personal tone and style, word choice - vocabulary, sentence fluency - flow of language, and conventions - mechanical correctness (grammar).

Research Cited: Culhane, R. (2003). The 6+1 Traits of Writing- The Compete Guide. Scholastic.

Tier:

| Activity - 6 + 1/MAISA Mini-Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|
| All content area teachers will implement 6+1/MAISA mini-lessons targeting the application and assessment of each writing trait. | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff, intervention specialist, and building principal |
|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|

Strategy 3:

Atlas Rubicon Writing Lessons - All teachers will utilize the Atlas Rubicon writing lessons. Atlas Rubicon focuses on the step-by-step process of writing.

Research Cited: Oakland County Schools - Research is listed in each unit lesson in Atlas Rubicon.

Tier:

| Activity - Atlas Rubicon Pacing Guide | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All teachers will follow the MAISA units to ensure consistency in writing instruction across grade levels. | Implementation | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff, intervention specialist, and building principal |

Strategy 4:

Intervention for At-Risk Students - Intervention staff will provide additional support to students who are not meeting standards in writing achievement.

Research Cited: Sprague, J., Cook, C., Wright, D., & Sadler, C. (2008) RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports. MAASE. (2007).

Response to Intervention-Enhancing the Learning of All Children. NASDSE (2008) Response to Intervention-Blueprints for Implementation. Epstein, Joyce. (2011).

School, Home, and Community Partnerships. Westview Press.

Tier:

| Activity - Writing Intervention Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|--------------------|--|
| Part-time intervention specialist will provide small group instruction to students who are not meeting writing standards on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Intervention specialist and building principal |

| Activity - Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Paraprofessionals will provide push-in and pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Paraprofessionals, intervention specialist, and building principal |
| Activity - After-School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Paraprofessionals will provide after-school tutoring to students who are not meeting writing standards 4 days/week for one hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Paraprofessionals and building principal |
| Activity - Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Measure of Academic Progress (MAP) will be administered 3 times per year for the purpose of monitoring student achievement or progress towards academic goals. | Technology | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Instructional staff, intervention specialist, paraprofessionals, and building principal |
| Activity - K-12 RTI Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The K-12 interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. The data will be provided to building RTI teams for use implementing timely and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Instructional staff, interventionist, and building principal |

Goal 4: All students at Columbiaville Elementary will demonstrate proficiency in science.

Measurable Objective 1:

85% of 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 vocabulary, comprehension, and inquiry-based learning in Science by 06/30/2022 as measured by state science assessment..

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Strategy 1:

Vocabulary - All teachers will teach the Common Core State Standards (CCSS) vocabulary for grade level and review previous grade level science vocabulary.

Research Cited: www.learnnc.org/lp/pages/7079

Tier:

| Activity - Science Journals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Teachers will provide students with science journals to record grade level specific vocabulary using Marzano's word maps. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | General Fund | Instructional staff and building principal |

Strategy 2:

Comprehension - All teachers will improve comprehension of science in context by using daily science worksheets with questions to improve content reading.

Research Cited: Marzan, R.J. et al (2001) Classroom Instruction that Works. Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice. New Hampshire: Heinemann.

Tier:

| Activity - CCSS Science Worksheets | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| All content teachers will use CCSS science worksheets to improve reading of informational texts. | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | General Fund | Instructional staff & building principal |

| Activity - Study Island | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| All content teachers will use Study Island to improve comprehension of science content. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Instructional staff and building principal |

| Activity - Scholastic Super Science Magazine | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| All content teachers will utilize the Scholastic Super Science magazine to improve comprehension of science content. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2015 | \$0 | Other | Content teachers and principal |

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Strategy 3:

Inquiry-Based Learning - All teachers will use a variety of systematic inquiry activities.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practice. New Hampshire: Heinemann. Bybee, R. (1978)., Shymansky, J. (1984), Trowbridg, L. & Bybee, R. (1990).

Tier:

| Activity - Systematic Inquiry | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| All teachers will use a variety of systematic inquiry such as trial and error, documenting, prediction testing, product testing, experimenting, reflecting, generating models, and inventing. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | No Funding Required | Instructional staff and building principal |

Strategy 4:

Intervention for at-risk students - Intervention staff will provide additional support to students who are not meeting standards in science.

Research Cited: Sprague,J., Cook,C., Wright, D. Sadler, C. (2008) RTI and Behavior: Guide to Integrating Behavioral and Academic Supports, MAASE (2007)

Response to Intervention- Enhancing the Learning of All Children. NASDSE. (2008). Respnse to Intervention-Blueprints for Implementation. Epstein, Joyce. (2011).

School, Home, and Community Partnerships. Westview Press.

Tier:

| Activity - Intervention Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|--------------------|--|
| Part-time intervention specialist will provide small group instruction to students who are not meeting standards in science on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Intervention specialist and building principal |

| Activity - Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|--------------------|--|
| Paraprofessionals will provide push-in and pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Title I Schoolwide | Intervention specialist, paraprofessionals, and building principal |

| Activity - After -School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Paraprofessionals will provide after-school support including assignment completion to students who are not meeting science standards 4 days/week for 1 hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Paraprofessionals and building principal |
| Activity - K-12 RTI Interventionist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The K-12 interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. Data will be provided to building RTI teams for use for time and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Section 31a | Instructional staff, building principal, and interventionist |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|--------------------------|------|-------|------------|------------|-------------------|---|
| After-School Tutoring | Paraprofessionals will provide after-school tutoring to students who are not meeting writing standards 4 days/week for one hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Paraprofessionals and building principal |
| K-12 RTI Interventionist | The K-12 interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic success. Data will be provided to building RTI teams for use in implementing timely and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, K-12 interventionist, building principal |
| K-12 RTI Interventionist | The K-12 interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. The data will be provided to building RTI teams for use in implementing timely and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, interventionist, and building principal |
| After-School Tutoring | After-school reading support including assistance with assignment completion will be provided to students who are not meeting reading standards 4 days/week for one hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Paraprofessionals and building principal |
| After -School Tutoring | Paraprofessionals will provide after-school support including assignment completion to students who are not meeting science standards 4 days/week for 1 hour. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Paraprofessionals and building principal |
| K-12 RTI Interventionist | K-12 interventionist will gather data regarding 31-A eligible students experiencing behaviors that interfere with their academic progress. Data will be provided to building RTI teams for use in implementing timely and appropriate interventions. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, K-12 interventionist, building principal |
| Math Intervention - After School | Paraprofessionals will provide 1 hour of after-school math support including assignment completion 4 days per week. | Academic Support Program | | | 10/01/2013 | 06/12/2015 | \$0 | Building principal, paraprofessionals |

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|--------------------------|---|--------------------------|--|--|------------|------------|-----|--|
| K-12 RTI Interventionist | The K-12 interventionist will gather data regarding 31-A eligible students who exhibit behaviors that interfere with their academic success. Data will be provided to building RTI teams for use for time and appropriate intervention. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, building principal, and interventionist |
|--------------------------|---|--------------------------|--|--|------------|------------|-----|--|

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|
| Professional Development | Instructional staff will be provided the opportunity to be trained in Readers'/Writers' Workshop in order to ensure consistency in implementing the Readers'/Writers' Workshop. | Professional Learning | | | 06/18/2013 | 06/12/2015 | \$0 | Instructional staff |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Readers Workshop | All teachers will implement Readers Workshop. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Basic Facts | All teachers will distribute basic fact worksheets/flashcards (i.e. addition, subtraction, multiplication, division) on a weekly basis for completion at home. Students will complete as many problems as possible in 5 minutes. Students will return their worksheets to school for credit until they demonstrate mastery. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Bi-weekly basic math assessments | Building principal will assess students' basic math computational skills every two weeks. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | Building principal and instructional staff |
| Spiral Review | All teachers will use Math Minute as a daily spiral review. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |

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|----------------------------|---|--------------------------|--------|-----------|------------|------------|-----|--|
| "Big 7" Reading Strategies | All teachers will focus on the "Big 7" Reading Strategies (i.e. plan & monitor, determine importance, ask questions, make inferences, make connections, synthesize, and visualize). | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, and building principal |
| Atlas Rubicon Pacing Guide | All teachers will follow the MAISA units to ensure consistency in writing instruction across grade levels. | Implementation | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, and building principal |
| Collaborative Planning | General and special education staff members will meet monthly in order to review student work/assessment results and to develop interventions for individual students. | Communication | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0 | General and special education staff members, principal |
| Systematic Inquiry | All teachers will use a variety of systematic inquiry such as trial and error, documenting, prediction testing, product testing, experimenting, reflecting, generating models, and inventing. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Vocabulary Builders | All teachers will provide explicit grade level instruction in vocabulary | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, and building principal |
| Professional Development | One instructional staff member will be trained in math leadership in order to help prepare students to be career and college ready. | Professional Learning | Tier 1 | Implement | 09/30/2014 | 02/23/2015 | \$0 | Instructional staff and principal |
| Readers CAFE | All teachers will utilize Readers CAFE to teach reading comprehension strategies. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Accelerated Reading | All teachers will implement Accelerated Reading Program - 6-8 assessments per year. Teachers will assist students with the selection of appropriate accelerated reading materials and ensure students are completing the accelerated reading assessments. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, and building principal |

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|--------------------------|---|--------------------|--------|-----------|------------|------------|-----|--|
| 6 + 1/MAISA Mini-Lessons | All content area teachers will implement 6+1/MAISA mini-lessons targeting the application and assessment of each writing trait. | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, and building principal |
|--------------------------|---|--------------------|--------|-----------|------------|------------|-----|--|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Materials - Writing Journals | Content area teachers will utilize writing journals/notebooks to gauge growth and application of skills introduced in each mini-lesson. Teachers will be provided with spiral notebooks in order to ensure use of writing journals. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$150 | Instructional staff and building principal |
| CCSS Science Worksheets | All content teachers will use CCSS science worksheets to improve reading of informational texts. | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff & building principal |
| Science Journals | Teachers will provide students with science journals to record grade level specific vocabulary using Marzano's word maps. | Direct Instruction | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Resources for Math Journals | The district will provide spiral notebooks for use as math journals. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$300 | Building principal and instructional staff |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------------------|
| Scholastic Super Science Magazine | All content teachers will utilize the Scholastic Super Science magazine to improve comprehension of science content. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/30/2015 | \$0 | Content teachers and principal |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

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|-------------------------------------|---|--------------------------|--------|-----------|------------|------------|-----|---|
| Study Island | All content teachers will use Study Island to improve comprehension of science content. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |
| Paraprofessionals | Paraprofessionals will provide push-in and pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Intervention specialist, paraprofessionals, and building principal |
| Math Intervention Paraprofessionals | Paraprofessionals will provide push in and/or pull out, individualized or small group tutoring to students who are not meeting standards in math on a daily basis | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Building principal, paraprofessionals, and intervention specialist |
| Assessment | Measures of Academic Progress assessment program will be administered 3 times per year for the purpose of monitoring student progress. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, paraprofessionals, and building principal |
| Intervention Specialist | Part-time intervention specialist will provide small group instruction to students who are not meeting standards in science on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Intervention specialist and building principal |
| Reading Paraprofessionals | Paraprofessionals will provide push-in , pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Intervention specialist, building principal, paraprofessionals, and instructional staff |
| Assessment | Measure of Academic Progress (MAP) will be administered 3 times per year for the purpose of monitoring student achievement or progress towards academic goals. | Technology | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff, intervention specialist, paraprofessionals, and building principal |
| Study Island | All teachers will utilize Study Island to improve problem solving skills. | Technology | | | 09/03/2013 | 06/12/2015 | \$0 | Instructional staff and building principal |

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|---------------------------------|--|--------------------------|--|--|------------|------------|-----|---|
| Assessment | The Measures of Academic Progress assessment program will be administered 3 times during the course of the 2013/2014 school year for the purpose of monitoring student response to intervention. | Monitor | | | 09/03/2013 | 06/12/2015 | \$0 | Building principal, instructional staff, paraprofessionals, intervention specialist |
| Paraprofessionals | Paraprofessionals will provide push-in and pull-out, individualized, or small group tutoring on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Paraprofessionals, intervention specialist, and building principal |
| Writing Intervention Specialist | Part-time intervention specialist will provide small group instruction to students who are not meeting writing standards on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Intervention specialist and building principal |
| Math Intervention Specialist | Part-time intervention specialist will provide small group instruction to students who are not meeting standards in mathematics on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Building principal and intervention specialist |
| Reading Intervention Specialist | Part-time intervention specialist will provide small group instruction to students who are not meeting reading standards on a daily basis. | Academic Support Program | | | 09/03/2013 | 06/12/2015 | \$0 | Intervention specialist and building principal |