



# **School Improvement Plan**

**Miami Elementary School**

**Chippewa Valley Schools**

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**Miami Elementary School Improvement Plan 2018-2019**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**



## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by a team consisting of elementary teachers, a special education teacher, para-educator, parents, and principal. The team met on six separate occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website. Discussion at staff meetings regarding the schoolwide transition was held. The transition was also discussed at the annual Title I meeting in the fall. Parents and teachers who are not directly part of the transition team were highly encouraged to provide input for the process.

### 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?

Miami Elementary utilizes NWEA MAP assessment data for grades K-5 in reading and math. We also reviewed our state assessment data for the years 2014-2015, 2015-2016, and 2016-2017.

Kindergarten - 2nd grade: NWEA scores are reported by the percent of students at that percentile. NWEA testing windows are adjusted for grades 3-5 due to M-STEP testing.

Reading:	Fall	Winter	Spring
25th or Below: Intensive:	14%	17%	12%
26th -40th: Strategic	21%	22%	8%
41st and Above: Benchmark	65%	61%	81%

Math:	Fall	Winter	Spring
25th or Below: Intensive	13%	27%	13%
26th -40th: Strategic	28%	10%	8%
41st and Above: Benchmark	56%	63%	79%

#### First Grade:

Reading:	Fall	Winter	Spring
25th or Below: Intense	19%	18%	15%
26th-40th: Strategic	13%	25%	26%
41st and Above: Benchmark	68%	57%	59%

Math:	Fall	Winter	Spring
25th percentile or Below: Intense	16%	21%	16%
26th-40th: Strategic	13%	14%	24%
41st and Above: Benchmark	70%	65%	60%

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## Second Grade:

Reading:	Fall	Winter	Spring
25th percentile or Below: Intense	24%	20%	12%
26th-40th: Strategic	11%	14%	35%
41st and Above: Benchmark	56%	67%	56%

Math:	Fall	Winter	Spring
25th percentile or Below: Intense	15%	18%	23%
26th-40th: Strategic	10%	17%	26%
41st and Above: Benchmark	75%	65%	52%

## Third Grade:

Reading:	Fall	Winter	Spring
25th percentile or Below: Intense	17%	24%	26%
26th-40th: Strategic	10%	11%	17%
41st and Above: Benchmark	72%	61%	56%

Math: (No Winter Scores taken)	Fall	Winter	Spring
25th percentile or Below: Intense	14%	-	18%
26th-40th: Strategic	14%	-	20%
41st and Above: Benchmark	72%	-	61%

## \*M-STEP Data (Percent Proficient)

2016-2017 Reading: 35.7% Math: 48.6%

2015-2016 Reading: 28.6% Math: 40.8%

2014-2015 Reading: 43.8% Math: 51.2%

Third Grade M-STEP assessment: data is reported by all students, white students, black students, ESL students, and economically disadvantaged

## Reading:

	All students	White Students	Black Students	ESL	ED
2016-2017:	35.7%	34.9%	27.8%	16.7%	28.6%
2015-2016:	28.6%	37.1%	10.5%	16.7%	21.4%
2014-2015:	43.8%	49.2%	10%	41.2%	38.7%

## Math:

	All students	White Students	Black Students	ESL	ED
2016-2017:	48.6%	58.1%	16.7%	50%	39.3%
2015-2016:	40.8%	50%	15.8%	16.7%	23.8%
2014-2015:	51.2%	60.7%	10%	52.9%	41.9%

## Fourth Grade: (No Winter Scores taken)

Reading:	Fall	Winter	Spring
25th percentile or Below: Intense	19%	-	28%
26th-40th: Strategic	15%	-	8%

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41st and Above: Benchmark 66% - 65%

Math: Fall Winter Spring

25th percentile or Below: Intense 24% - 29%

26th-40th: Strategic 6% - 18%

41st and Above: Benchmark 70% - 53%

Fourth Grade M-STEP assessment: data is reported by all students, white students, black students, ESL students, and economically disadvantaged

Reading: (percent proficient)

	All students	White Students	Black Students	ESL	ED
2016-2017:	38%	48.5%	16.7%	7.1%	21.7%
2015-2016:	55%	61.7%	18.2%	27.3%	47.1%
2014-2015:	47.9%	52.8%	20%		50% 42.3%

Math:

	All students	White Students	Black Students	ESL	ED
2016-2017:	51%	62.1%	20.8%	49.2%	34.8%
2015-2016:	53.2%	61%	9.1%	52.9%	45.5%
2014-2015:	47.9%	52.8%	20%	60%	30.8%

Science:

2016-2017:	15%	19.7%	4.2%	0%	4.3%
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Fifth Grade: (No Winter Scores taken)

Reading: Fall Winter Spring

25th percentile or Below: Intense 21% - 28%

26th-40th: Strategic 10% - 10%

41st and Above: Benchmark 69% - 62%

Math: Fall Winter Spring

25th percentile or Below: Intense 20% - 27%

26th-40th: Strategic 11% - 20%

41st and Above: Benchmark 69% - 53%

Fifth Grade M-STEP assessment: data is reported by all students, white students, black students, ESL students, and economically disadvantaged

Reading: (percent proficient)

	All students	White Students	Black Students	ESL	ED
2016-2017:	43%	49.2%	9.1%	25%	16.7%
2015-2016:	60.3%	64.3%	30%	57.1%	55.6%
2014-2015:	45.6%	47.5%	30.8%	0%	24.1%

Math: (percent proficient)

	All students	White Students	Black Students	ESL	ED
2016-2017:	34.2%	40.7%	0%		12.5% 23.3%
2015-2016:	41.1%	46%	10%	14.3%	37%

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2014-2015:	40.7%	41.9%	30.8%	9.1%	16.7%
Social Studies:					
2016-2017:	11.4%	13.6%	0%	0%	0%

## Summary of Student Achievement:

### Reading:

Miami Elementary has shown positive trends in student achievement in the area of reading for grades K-2. Tier movement from Tier 3 into Tier 2 or 1 has been prevalent in these grade levels. This indicates that students involved in our intervention programs are showing positive levels of growth when taking later NWEA tests. We are not seeing a positive trend of this in grades 3-5. Our Tier 3 percentage shows an increase. We believe this is attributed to a few factors. This school year we implemented a new core ELA program, Journeys. Students not having prior knowledge of the advanced rigor in this program have struggled to show significant growth on NWEA. Another contributing factor is our transient population. Approximately 33% of 3-5 students have not completed a full academic year at Miami Elementary. This creates a gap in their instruction of core curriculum as well as their ability to make adequate growth when receiving an intervention.

### Math:

Miami Elementary's math data shows inconsistent trends in tier movement. Students in Kindergarten show dramatic growth from Fall to Spring. The number Tier 3 students decreased while the number of Tier 1 students increased. Grades 1-5 showed a variety of results. An area of concern in relationship to grades 3-5 is the absence of a winter score for NWEA. Students were tested using Spring Norms in March so these scores don't represent a full year's worth of mathematics instruction. This testing variation was implemented to prevent over-testing as M-STEP takes up the months of April and May for these students. This testing calendar is being adjusted for the 2018-2019 to allow for more accurate data points.

### Science:

This was the first year that students in fifth grade were tested in science. Past data showed science as an area of concern for fourth graders being tested. The adoption of a core ELA program was also used as a way to strengthen critical thinking and non-fiction reading skills for students when encountering science tasks and tests.

### Social Studies:

Similar to science, Miami's social studies scores have been an area of concern. It is again the hope of our school and district that a core curriculum in ELA will generate improved student achievement in the area social studies.

## Demographic Data:

All Students: 504 students

	Total	Am. Indian	Asian	Am. African	Am. Native Hawaiian	White	Hispanic/Latino	Multi-racial
KDG:	81	0	1	10	0	62	4	4
1st Grade :	91	1	2	16	0	62	6	4
2nd Grade:	70	0	1	12	0	52	4	1
3rd Grade:	90	0	0	12	0	73	2	3
4th Grade:	75	0	1	21	0	45	4	4
5th Grade:	94	0	1	18	0	66	4	5

## Demographic Summary:

Miami Elementary is a school that is becoming more diverse each year. While our population is predominantly white, the number of African American and Hispanic students is notable.

## Attendance Data:

Chronically Absent: 10.5% of all students (18 days or more)

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Chronically Tardy: 5% of all students (18 or more)

Attendance Summary:

Attendance is a large concern at Miami Elementary. We have worked and will continue to work towards improving this statistic. Parents are receiving notices about their child's attendance much earlier and are provided data on the effect chronic absences/tardies has on student achievement. This practice will be continued in the 2018-2019 school year.

Perception Data:

Miami Elementary administered an eProve Parent survey to our families in March of 2018. Twenty percent of families responded to the survey and provided excellent feedback. The area where Miami Elementary received the highest scores was in Resources and Support Systems. Miami families feel strongly that Miami Elementary provides quality staff members to support student learning. Another area noted in this domain was that our school provides an adequate supply of learning resources that are current and in good condition. Parents also felt that Miami provides a safe learning environment, and that staff report student progress in easy to understand language. Finally, parents felt that their child's administrators and teachers monitor and inform them of their child's progress.

There were two notable areas that were not scored as highly. The first related to our school sharing responsibility for student learning with its stakeholders. This is an area where we recognize a disconnect. While our curriculum is shared with stakeholders through newsletters, PTO meetings, email, websites, etc. stakeholders are not a part of the decision-making process when looking at adopting or modifying curriculum. A second notable area from the survey related to all teachers providing an equitable curriculum that meets his/her learning needs. As a staff we believe this in response to the adoption of our new ELA program. Students are spending a greater amount of time in whole group learning at the instructional level as the implementation was started. Looking ahead, teachers will work to better implement differentiated learning within the program for all students.

Our staff was also surveyed in the spring of 2018 using the eProve staff survey. Our staff rated our ability to monitor data related to student achievement as our highest area. Miami Elementary completes grade level data reviews three times per year. This review includes administration, support staff, ancillary staff and instructional staff. We feel strongly in this process. We also noted a strength where our school leaders monitor data related to continuous school improvement goals. Additionally, the Miami staff noted our use of multiple assessment measures to determine student learning and school performance as well as our school providing sufficient resources to meet student needs.

Areas for improvement were related to mentoring and peer coaching. The first noticeable area was staff members providing peer coaching to peers. This is a topic we have discussed as a staff as a means of observing other staff members as they implement the curriculums. We love the idea of learning from each other and seeing how grades above and below connect to the content being taught in our own grade level. Establishing a sub-schedule is necessary to make this a reality. The second area was having a formal process in place to support new staff members in their professional practice. Miami has had very few changes in staffing which has made this less of a priority, however looking ahead this is a process we would like to adopt.

### **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.**

The priority areas to establish school goals.

Reading: All students will become proficient readers.

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Math: All students will be proficient in math.

Writing: All students will be proficient in writing.

Science: All students will be proficient in science.

Social studies: All students will be proficient in social studies.

We have (MTSS) Multi-Tiered Systems of Support in place for math and reading. Our subgroups represent a large percentage of our Tier 2 and 3 intervention groups.

While science and social studies may not be the main focus as compared to reading and math, we will continue to be diligent in implementing the district scope and sequence for these content areas.

#### **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?**

Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Our schoolwide Base Camps (30 minutes, 4 days per week) address the reading needs of our students who are Tier 2 and 3, while also aiming to challenge our Tier 1 students. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators.

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system.

## **Component 2: Schoolwide Reform Strategies**

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

English/Language Arts:

JOURNEYS Comprehensive English/Language Arts Curriculum

KAGAN Training

MTSS (Multi-Tiered Systems of Support)

Technology

Small Group Instruction

-JOURNEYS is a comprehensive English/Language Arts core curriculum used in all classrooms grades K-5

· KAGAN provides structures within classrooms that develop and support cooperative learning.

· MTSS is a multi-tiered system of support that ensures alignment with tier 1 instruction while also providing interventions for our Tier 2 and 3 students.

· Technology in our school is utilized within the classrooms and as a part of our MTSS. Our students utilize i-Pads, desktop computers, laptops, notebooks, and smart boards. Each classroom is equipped with a smart board and projector used by the teacher to aid instruction.

· Small group instruction that used in our classrooms and in our MTSS program as a part of our interventions. Students who are below grade level benefit from direct instruction while students at or above grade level are challenged.

Math:

BRIDGES Math Program

KAGAN .

Use of Models and Tools

Small Group Instruction (MTSS-Using TOPS teachers)

· The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested. Bridges offers a comprehensive standards-based curriculum as well as innovative supplemental resources. All the teaching materials promote strategies that emphasize



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conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

- KAGAN provides structures within classrooms that develop and support cooperative learning
- Use of Models and Tools (manipulatives used by teacher and students) are utilized throughout the Bridges math program on a daily basis. Models and tools are also a part of the work places and number corner component of the Bridges program.
- Small group instruction in each classroom is skill based and dependent on the needs of the students.

Science:

KAGAN

Models and Tools

Close and Critical Reading

- KAGAN provides structures within classrooms that develop and support cooperative learning
- Use of Models and Tools are utilized throughout our science lessons and activities. For example: thermometers, scales, scooters, pulleys, circuits, etc. These items allow students to make real-life connections.
- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?
- Use of Models and Tools are utilized throughout our science lessons and activities. For example: thermometers, scales, scooters, pulleys, circuits, etc. These items allow students to make real-life connections.
- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

Social Studies:

KAGAN

Models and Tools

- KAGAN provides structures within classrooms that develop and support cooperative learning

### Close and Critical Reading

Use of Models and Tools are utilized throughout our social studies lessons and activities. For example: globes, maps, charts, graphs, compasses, etc. These items allow students to make real-life connections.

· Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

## **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 is improved by using multiple schoolwide strategies.

Core Curriculum has been implemented for English/Language Arts and Math to ensure a consistent, developmentally appropriate curriculum for all students. Used with fidelity, our core curriculum in these two areas ensure common vocabulary, procedures and methodology are used.

Kagan structures have been implemented into all K-5 classrooms. Instructional staff has been trained in structures that incorporate cooperative learning into all content areas within the core curriculum. These structures encourage student led learning and guided discovery.

The utilization of technology allows our students to integrate 21st century tools to aid in their learning and exploration of the real world. Students realize how technology is used in all aspects of learning and how to make best use of technology in their own learning. Technology is also used as an assistive tool for students needing support.

Small group instruction aids in the quality of instruction. Small groups allow teachers to provide differentiated instruction to students, while cooperative learning experiences engage students in higher level thinking.

MTSS - Multi tiered systems of support allows the quantity of instruction to improve by targeting all students based on their individual needs in addition to core instruction. In addition to the MTSS framework, Bridges Math supplemental interventions will be utilized in greater depth at the classroom level.

Bridges Math - The Bridges program is structured so that students are recommended to be engaged in math on a daily basis for 90 minutes. This has increased opportunities for students to learn the conceptual aspects of math and talk through ways to solve math problems. Bridges has provided consistent curriculum throughout the district.

Journeys ELA - Journeys is a comprehensive English/Language Arts program used for all students grades K-5. Students are provided a 90 minute, uninterrupted, block of guided instruction using this core curriculum. In addition, students receive 30 minutes of instruction at their instructional level using additional Journeys materials.

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

Multi-Tiered System of Support (MTSS) is a systematic continuum of evidence-based practices to support a rapid response to academic and behavioral needs for all students. MTSS uses a three-tiered framework of problem solving for making instructional decisions for each student. Assessment data is collected at each tier to allocate resources and increasingly layer more intense research-based interventions matched to students' needs. The goal of MTSS is to address small learning gaps before they become overwhelming, and to improve overall student achievement (NYSED, 2008). According to the Michigan Department of Education (2014), the integration of the MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

Bridges mathematics program is a comprehensive K-5 curriculum that equips teachers to fully implement common core state standards that are rigorous, coherent, engaging and accessible to all learners. Bridges is both research based and field tested. It was developed through the Math Learning Center; an organization originally funded by the National Science Foundation to improve the teaching and learning of mathematics. Bridges students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and articulate their insights and questions.

Bridges intervention is a resources designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the RTI framework.

Intended to complement regular math instruction, Bridges intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence - starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused 30 minute session is matched to student needs.

Bridges intervention was written to address key numeracy and computation skills and concepts for each grade level K-5. Specifically, Bridges Intervention deals with those clusters identified as major within the following domains: Counting & Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Number and Operations: Fractions.

Math Learning Center, [www.MathLearningCenter.Org](http://www.MathLearningCenter.Org)

Close and Critical Reading: Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements--information, values, assumptions, and language usage--throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Critical thinking involves bringing outside knowledge, biases, and values to evaluate the presentation and decide what ultimately to accept as true. In the end, readers must take control of the text, not just repeat its assertions. At its core, critical reading involves becoming the author of one's own understanding. Dan Kurland, [www.criticalreading.com](http://www.criticalreading.com)

Small Group Instruction - Instruction involves grouping so that opportunities for explicit, skills focused teaching in small groups can increase. Findings reveal that students receiving instruction in small groups learn significantly more than students not in small groups. Differentiating Instruction Making it Happen in the Classroom, [www.Macmillian/McGraw-Hill.org](http://www.Macmillian/McGraw-Hill.org)

**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.**

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull out programs(30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, Language for Learning, Reading Mastery, Road to the Code, Road to Reading and Read Well

3-5 Interventions Available: ILIT, and Success Maker

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on lessons provided in the Being a Writer curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials. Additionally, select students are also able to attend the after school math program.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Success Maker

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

All students are progress monitored two to three times per year using the district NWEA (MAP) benchmark assessment in math and reading. Students who are identified as performing below the 50th percentile are progress monitored on a bimonthly basis. DIBELS Next is administered to Kindergarten students and STAR Reading is administered to grades 1-5 to assess reading fluency. NWEA data determines which students will be progress monitored and is adjusted with each NWEA testing session throughout the year.

Formal data review meetings take place three times per year. Informal data review meetings occur as needed throughout the year. Teachers, para-educators, bi-lingual and principal attend the formal meetings. The informal meetings require classroom teacher attendance.

### Component 3: Instruction by Highly Qualified Staff

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

For the 2016-2017 school year 2 teachers transferred to different buildings.

For the 2017-2018 school year 1 teacher joined the Miami teaching staff.

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

0-4 years: 1 teacher

5-10 years: 11 teachers

11-15 years: 8 teachers

16-20 years: 3 teachers

20+ years: 3 teachers

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

- Diversity of student population
  
- Strong growth mindset
  
- Parent education night (PEN Night)
  
- Learning Gizmo Game Night
  
- Strong PTO offers several events throughout the school year
  
- PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support.
  
- Food Drive
  
- After school clubs including Lego robotics, science Olympiad, music programs, and Young Rembrandts.
  
- Student Council
  
- Project Unify
  
- Staff builds relationships during and outside of school

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- Staff participates in evening events and other extracurricular events that are not mandatory.
- Academic support in extended day sessions
- Box Top contests
- PBIS Assemblies
- Schoolwide Lip Dub

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

- The district offers a competitive salary benefit package
- Upgraded technology in all buildings and classrooms
- Professional development offered through the year within and outside the district
- Updated curriculum
- Curriculum council support
- District identified MTSS plan
- Supportive Superintendent
- Opportunity to transfer within district
- Stable and increasing student population
- Fiscally responsible
- Teacher compensation for advanced degrees
- NCA accreditation

#### **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?**

Miami Elementary does not have a high turnover rate.





## **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.**

Bridges Math - District provided professional development has focused on the complete implementation of the Bridges Math Program. Additional PD is provided based on teacher survey data and will focus on intervention.

Journeys ELA - District provided professional development will focus on a 3 year implementation of the Journeys curriculum. We are currently in the first year of implementation. Professional Development will be developed based on teacher survey data and recommendations in the areas of assessment, writing and intervention.

Science - Building provided PD by the district science curricular leaders. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Science is an identified gap within the Comprehensive Needs Assessment.

Home-school Connection - Miami will use the MDE Collaboration for Success Parent Engagement Tool to create a plan for engaging parents. The lack of parent engagement was identified in the Comprehensive Needs Assessment.

Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students for tiered support. This data is used to identify gaps and ways to close the gaps for students most at risk of not meeting state standards. This is part of our Comprehensive Needs Assessment and SIP.

Facilitators of School Improvement - FSI is used to review data, monitor the implementation of the plan, and coordinate with other district SIP chairs and administrators. We will use the time to review/revise our schoolwide and school improvement plans.

Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers in order to have conversations with peers within vertical and horizontal teams. This helps to align the curriculum and ensure student success. This was identified through our Comprehensive Needs Assessment and teacher survey as a way to close student achievement gaps.

PBIS - This professional development provided by the building will be used to review and improve the current PBIS system. A team will meet to discuss ways to decrease student behavior referrals and promote positive behavior. This is identified within the demographic data.

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

Bridges Math - Chippewa Valley will be in its fourth year of this new math curriculum. The district will continue to provide professional learning at designated dates throughout the year that will focus on mathematical concepts. At Miami Elementary, we will use designated staff meetings during the 2018-2019 school year to revisit and go deeper with the interventions provided within that curriculum.

Journeys ELA- District-wide implementation of the curriculum occurred in the 2017-2018 school year. Ongoing professional development will continue so teachers can become comfortable with the aspects of the series that are deemed "non-negotiable". In 2018-2019, the district will provide additional professional development to insure fidelity of implementation across all grade levels and schools.

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Science - Professional development will be provided by the district science curricular leaders at various times throughout the school year for teachers at Miami Elementary. PD will focus on ways to use Rubicon Atlas to implement the NGSS. Teachers will identify standards and lessons at their grade level, map when the concepts are taught, and collaborate within grade level teams to design formative assessments. This will also be part of our building PD calendar for the 2018-19 school year.

Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students most at-risk of not meeting state standards.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2018-2019 Professional Learning Plan

## **Component 6: Strategies to Increase Parental Involvement**

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

The schoolwide plan was developed by a team consisting of elementary teachers, para-educator, parents, and principal. The team met on six separate occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website. Discussion at staff meetings regarding the schoolwide transition was held. The transition was also discussed at the annual Title I meeting in the fall. Parents and teachers who were not directly part of the transition team were highly encouraged to provide input for the process.

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

a. Comprehensive Needs Assessment - Miami Elementary will have parent representation on the school improvement team to analyze data, identify gaps, and create goals for closing those gaps.

b. Schoolwide reform strategies - Parents act as volunteers for coaching for STEM activities. Additionally, Miami Elementary has parent volunteers within the classroom to work with students who need additional academic support or need to be challenged. Parents have had significant input in the needs to support kids at home regarding the math curriculum. Additionally, parents are given the opportunity to give input on PEN nights.

c. Highly qualified staff - Miami Elementary is looking to pursue ways to incorporate parents in the interview process for highly qualified staff. A questionnaire will be administered to receive feedback on the qualities parents would like to see in an effective teacher.

d. Attract and retain highly qualified staff - Miami Elementary has a strong PTO which offers approximately 20 events throughout the school year. The PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support. Our PTO is highly regarded by teaching staff.

e. Professional Development - Parents will be informed of training opportunities provided to teachers and how this training will support students. The PTO has provided funds to help with the implementation of professional development. PEN nights provide training for parents to help support their child at home.

f. Parental involvement - Parents encourage other parents within the school to become active through volunteering or other means of support. Through newsletters and the website, the PTO offers many opportunities for parents to be involved.

g. Kindergarten Entry - Kindergarten registration information will be displayed on the Miami Website, PTO website and newsletter, and in the school newsletter. Incoming Kindergarten students are invited to Kindergarten Kick Off. Incoming Kindergarten students are invited to be formally assessed by paraprofessionals prior to entering Kindergarten. PTO attends Kindergarten Kick Off to foster relationships with parents and students.

h. Assessment decisions - If parents have concerns regarding assessments, they can speak to the building principal to find out information

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as to the purpose of those assessments. In the Miami Newsletter, parents are informed on the NWEA testing, data reviews in which teachers utilize the assessment results, and how interventions are implemented based on data.

i. Timely and additional assistance - When a student is identified for intervention, a letter is sent home to inform the parents of the type of intervention, and length of service. Parents have the option of refusing service.

j. Coordination and integration of Federal, State, and Local resources - Families have been notified through a letter of how State, Federal and Local resources are used to support the academic achievement of children.

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

- Parents are invited to participate in surveys and reviewing those results
- The SIP will be available to parents through Miami Elementary website
- An overview of the SIP will be given at a PTO meeting
- Parents are invited to provide feedback and input on the Title I program
- Parents will be involved in the revision of the Parent Involvement Plan
- Parents will be involved in the school Parent/Student/Teacher Compact

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		Miami Elementary Title 1 Parent Compact

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

a. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress, and how to work with educators. Miami Elementary will inform parents about academic standards and assessments in the following ways:

- Fall curriculum night
- Conferences
- Michigan State Standards posted on school website
- Individualized Reading Intervention Plan

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- World-Class Instructional Design and Assessment (WIDA) results for English learners will be mailed home to parents. The bi-lingual coordinator will work with parents to assist them in understanding the assessment results.

- PEN nights consist of reading and math activities and strategies taught by educators that parents can utilize to improve student achievement.

- Journeys and Bridges Math curriculum information is provided on websites and through classroom communication

- Provide parents accessibility for M-Step sample items on school website

- Translation services provided by our Bi-lingual staff for parents both written and verbally as needed

b. Provide materials and training for parents - Miami Elementary offers training and materials in the following ways:

- Curriculum Night

- PEN Night for math and reading

- Miami Elementary school website

- Kindergarten backpacks consisting of reading, math, and motor activities

- Reading and math packets for students receiving supplemental services distributed three times per year

- The math curriculum offers resources for parents to help support their child at home.

c. Training for school staff on the importance of parent involvement -

Miami Elementary recognizes the importance of building relationships with parents. Our main goal is to increase parent involvement, particularly parents living in poverty. As a school we will research effective ways to engage parents. Our school wide plan will outline professional development opportunities for staff and parents to build relationships between home and school.

d. Coordinate with parent involvement and other programs in the school -

Coordination with other programs for parent involvement include:

- Parents tab is available on the Miami Elementary website

- Support and access to resources through the school social worker

- Vision and hearing screenings are performed

- PEN night/Title I Book Fair

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e. Provide information in a format that is understandable to parents-

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable. Examples include:

- Translation services both oral and written are provided when needed
  - School Messenger via phone, e-mail, or text
  - Remind, a texting service that allows communication to a group of people that sign up to receive messages
  - Newsletters
  - ELA and Math curriculum parent information using multiple languages
  - Miami Elementary website
- Select curriculum resources are offered in English and Spanish

f. Provide other reasonable support as requested -

The administrative staff has an open door policy in which parents are encouraged to express concerns, offer suggestions, or ask questions. Additionally, parents are accommodated as reasonably as possible. Parents can make requests directly to the principal for consideration.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children -

Parents with limited English proficiency:

Bi-lingual para-educators are available to parents whose native language is not English. Should the tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities:

Miami Elementary is ADA compliant for those with physical disabilities. Parents that are unable to access the building can arrange for conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted for and amplification devices are used throughout the building. When necessary, written documentation can be provided in braille or large print.

Parents of migratory children:

A meeting is scheduled in advance to discuss transitions and how to best support the child during the absence. We will provide parents with assessment results to give to the new school (a copy will also be included in the school records). We will keep all lines of communication open with the new school. Upon return, we will meet with the parents to support the transition of their child. In absence of any records or data, students will be assessed in order to meet their educational needs. Parents will be notified of the updated assessment scores.

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

All strategies will be evaluated using a structured protocol including the MDE program evaluation tool. We will look at components of the schoolwide program to see if we are moving toward full implementation and determine where we need to focus. Miami Elementary will

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ensure the involvement of parents in planning and reviewing the Title I schoolwide plan in the following ways:

- Participating in surveys and reviewing those results
  
- Serving on the school improvement team
  
- Posting the SIP on the Miami Elementary website
  
- Providing an overview of the SIP at a PTO meeting
  
- Inviting parents to provide feedback and input on the Title I program
  
- Inviting parents to review and revise the Parent Involvement Plan
  
- Including parents in the school Parent/Student/Teacher Compact

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

There will be an ongoing process of evaluating the effectiveness of programs. The MDE evaluation tool will determine if the schoolwide program has been effective. Data points will include:

- NWEA assessments
  
- Progress monitoring assessments
  
- Classroom based assessments
  
- State achievement data

Three meetings per year are held to discuss data points. Three additional meetings are conducted for the purpose of evaluating the effectiveness of the MTSS program. Grade level/PLC meetings are used to identify students for supplemental support.

The school improvement team uses the results of the evaluation of programs to modify the SIP. The team participates in the FSI series that guides thinking and processes for improving the schoolwide program. Parent survey results are an integral component of revisions to the schoolwide plan and the SIP. The Title I annual meeting provides an avenue for parents to offer suggestions for improvement. A cohesive partnership with parents, staff, and students ensures the success of the schoolwide plan.

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

K-5 stakeholders included representatives from the following groups: general classroom and resource room teachers, para-educators, parents, students, and building administration. The compact was presented to staff and to the PTO for input and revision. Consensus was sought from both groups.



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The compact will continue to be reviewed with parents at curriculum night and again at fall conferences where parents, students, and teachers sign the compact. The compact will also be posted on the school website.

Each year, the Miami SIP team along with the stakeholders mentioned above (staff, parents, and students) will meet to review the parent-school compact to discuss if any changes are necessary. Parent surveys will be used to help identify areas for improvement. Proposed revisions will be presented to the staff, to the PTO, and posted on the school website for comment. Together, as a team, the Parent-School Compact will remain a living document that will meet the needs of our students and Miami families.

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

The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

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

The Miami Elementary School-Parent Compact is a living document and is published on the Miami website. Families are able to view this as their children transition to the middle school or high school.

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

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

User Friendly:

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable language

Parents with limited English proficiency:

Bi-lingual para-educators are available to parents whose native language is not English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities:

Miami Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

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### Literacy Issues:

Miami Elementary will offer verbal support and services for parents with literacy issues. At curriculum nights, PEN nights, and various school events, parents will be given the opportunity to seek assistance in understanding and interpreting school documents. Additionally, phone messages will be sent as needed to offer assistance.

## **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?**

Miami Elementary welcomes preschool age students into Kindergarten with a Kindergarten Kick Off event. This event is held the May prior to their Kindergarten entry to introduce them to the teachers, staff, classroom and programs offered at Miami Elementary. During this event students sign up for a Kindergarten screening session with our paraeducators. Finally in August students return to the classroom to meet their teacher, and visit the classroom.

### **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?**

Miami Elementary provides preschool age parents and preschool teachers with brochures on the ELA and Math curriculums used in Kindergarten in an effort to prepare them. One Kindergarten teacher from Miami visits a local preschool to present Miami Kindergarten expectations, tips for the transition and learning materials for the preschool and families to utilize. Chippewa Valley Schools also houses Great Start Readiness Preschools at several other buildings and has a preschool location, Little Turtle, that aligns it's curriculum to Kindergarten expectations.

In the event a child hasn't attended GSRP, or Little Turtle, parents receive information on skills necessary for Kindergarten. Chippewa Valley Schools also offers a Bridge to Kindergarten program. This is a summer program that focuses on Kindergarten readiness.

## **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?**

Miami Elementary has teacher representation on District Curriculum Councils and seeks input from teachers regarding district academic assessments. Through data reviews, teachers discuss the validity and reliability of school based academic assessments and ways to use those assessments with fidelity. During data reviews, teachers discuss other assessments that are used to triangulate data so that an accurate picture of student achievement is obtained. Teachers have permission to use other data points beyond required assessments to provide student interventions.

The district requires NWEA to be administered in grades K-2 three times per year, and grades 3-5 twice per year. Miami Elementary has chosen to use additional assessments including STAR, DIBELS and Bridges Math assessments as needed.

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

The MTSS team meets four times per year to reflect on student data which helps determine tiered intervention for students. Additionally, grade levels meet three times per year for data reviews. During this time, teachers utilize NWEA data along with other assessments to determine student eligibility for classroom and supplemental interventions. State assessment data combined with NWEA data has been utilized to guide school improvement plans and aid in determining achievement gaps, particularly for our sub-group populations.

Title I personnel progress monitors students identified under Title I. Communication with classroom teachers and para-educators takes place in data review/MTSS meetings and during collegial conversations. Biweekly, students are progress monitored using STAR Reading, Journeys assessments, and DIBELS to monitor student progress.

## 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.

Reading

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services. Students that score higher than the 25th percentile and struggle academically in reading are also considered with teacher input. NWEA (MAP) assessments are completed in fall, winter and spring for grades K-2, fall and winter for grades 3-5. F.

Students that are considered for exiting supplemental services are discussed during grade level data reviews. Each student is looked at individually in regards to their NWEA (MAP) assessment data along with their STAR Progress Monitoring data, I-Read data (if applicable), ILIT, Success Maker or any other interventions that have been identified for each specific student. Additionally, teacher and para-educators' (Reading and Bilingual) input is taken into consideration when determining whether or not students will exit supplemental services.

Grade Span: K-5

Identification/Criteria for Selection: Teachers use Journeys and/or the district rubrics to evaluate student writing. Students that need additional support in order to meet state writing standards are supported in the classroom with small group instruction until the student masters grade level expectations.

Math

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services provided by our TOPS (Title One Program Specialists) teachers. Due to available resources select students will be chosen for math interventions. Students that score higher than the 25th percentile and struggle academically in math may be considered for intervention with teacher input. NWEA (MAP) assessments are completed in the fall, winter, and spring for grades K-2, fall and winter for grades 3-5.

Select students are also able to participate in an after school math program that is instructed by our TOPS (Title One Program Specialists) teachers.

Students are progress monitored through the Bridges Math Curriculum intervention materials. TOPS (Title One Program Specialists) teachers review student progress monitoring data with classroom teachers in order to determine if supplemental services will continue.

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Science

Grade Span: K-5

Identification/Criteria for Selection: Supplemental service is not provided for students outside of the general classroom or the science special setting. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

Social Studies

Grade Span: K-5

Identification/Criteria for Selection: Supplemental service is not provided for students outside of the general classroom. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

### **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?**

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during Base Camps and Pull out programs (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, Language for Learning, and Reading Mastery

3-5 Interventions Available: Success Maker, and ILIT

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on lessons provided in the Journeys curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Bridges Math Interventions

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

Reading: Teachers differentiate reading instruction through the use of Journeys Small Group curriculum. Student assessment data determines if they will learn through Advanced, On Level, or Below Level materials four days per week in grades K-5.

Writing: Classroom teachers provide small group instruction based on student needs. Some students may write extensive pieces while others may be at the foundational level. Cooperative learning and scaffolding is used extensively in the writing process.

Math: Differentiation in math is supported by the use of manipulatives, cooperative learning, and multiple problem solving strategies. Highly Capable Extensions have been implemented for advanced students while learning in the core curriculum. Small groups are pulled to either advance, or support the math curriculum as needed. Technology through the use of a smart board is another aspect of differentiation.

Science and Social Studies: Differentiation in science and social studies is supported through small group instruction. Students receive additional support using reading strategies within the science and social studies curriculum.

## **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.**

\* Title I funds and State Section 31a funds are a main source of financial support to the supplemental services budget of the Miami Elementary. These additional, supplemental financial resources help support students in reaching the academic goals set by staff. The additional staff and resources purchased through grant funds assist in the provision of a tiered system of intervention support (MTSS) to the students.

\* Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL)

o Title I, Part A:

\* 3 Para-educators (each @ 1.0 FTE) (Reading/Math), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's T-1 funded Parent Education Network (PEN) (5 liaisons @ 1.0 FTE, 1 liaison @ 0.5 FTE), technology (hardware and software), book fairs, extended-day tutoring

o Title II, Part A:

\* Professional development identified at district level for teachers, para-educators, and administrators

o Title III, ESL:

\* 2.5 ESL Para-educators via extended-day/year tutoring services to eligible bi-lingual students; Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences; an ESL Parent Liaison (at 0.66 FTE) provides assistance to ESL parents with language acquisition and other needs associated with their children's language acquisition, assessment, overall progress, etc.

o Based on school wide goals, the federal funds provide students with resources and supplemental instructional support required for success in school. With ongoing assessments and data analysis, students are placed in appropriate intervention-based support programs. Grant funded staff and programs are decided cooperatively at the building and district levels, and are developed to meet the needs and goals of the identified students.

o Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2.

o Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans.

o Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.



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### \* State Resources, Programs, and Grants: Section 31a (At Risk) Grant

o Section 31a funds provide the services of one para-educator (1.0 FTE) who provides instructional support to identified, eligible students in the core content areas, focusing

on Reading and Math in grades K-3, and 3 ESL para-educators provide English acquisition support services to eligible students

o Miami Elementary uses general funded Kindergarten teachers to provide support to students and parents as children transition from pre-school to Kindergarten.

### \* Local Resources, Programs, and Grants: District General Funds, Bond Funds, Technology Support, PTO funds

o District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

o Bond funds provide building and technology updates

o Technology Support is extended to all buildings for the benefit of all students and teachers, and are used to maintain and/or replace/update technology as needed

o PTO funds are used to enrich the academic and social development of all our building's students (book fairs, field trips, fun nights/events, library books/materials, class parties, etc.)

o Miami Elementary uses general funds to provide support to students and parents as children transition from pre-school to Kindergarten.

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

### 1. Comprehensive Needs Assessment: General Funds, Title I-A, 31a:

· Title I funds have provided Miami Elementary with support staff (para-educators)

· These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

### 2. School-Wide Reform Strategies: Title I-A, Title II-A, Title III, 31a, General Funds:

· These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

· Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the

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core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2.

- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District (DIP) and School Improvement (SIP) plans.
- Title III funds support the ESL book fair opportunities for students and their families, extended-day and extended-year tutoring for students and parents, and other services provided by the district's Title III funded Parent Liaison.
- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3, and 3 ESL para-educators provide English acquisition support services to eligible students
- District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

### 3. Highly Qualified Staff: General Funds

- Chippewa Valley Schools regularly sends representatives to attend job fairs in order to recruit highly qualified teachers in elementary grades, and other grades specific to content areas. The district advertises in local newspapers, on the district's cable channel, on local cable stations, and at colleges. The Human Resources department notifies local colleges/universities of our openings. This is all provided from the district's general funds.

### 4. Attract and Retain Highly Qualified Staff: General Funds, Title I-A, Title II-A, 31a, General Fund

- The district participates in the MISD's "New Teacher Academy" (General Fund)
- Professional development opportunities in-district and in-school (T-1,A, T-2,A, 31a)
- Child Record Review (General Fund)
- Technology driven instruction to close achievement gaps (General Fund, T-2,A)
- Updated technology (hardware/software) (General Fund)

### 5. Professional Development: General Funds, Title I-A, Title II-A

- Title I and Title II funds have supported the district's goals in having full teacher participation in programs such as Classroom Instruction That Works (CITW), Teacher Leader, Facilitators of School Improvement, Math content training (Bridges @ K-5, CP3 @ 6-8)
- Title II funds support professional development for early elementary teachers via training opportunities provided by the MISD in topics that include Road to Reading, Road to the Code, K-PALS, 1st Grade PALS, 2-6 PALS, Growing Good Readers, etc.

### 6. Parental Involvement: Title I, A, Title III, ESL, Section 31a

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- Parent involvement is a priority for all grant programs that provide services to students (not Title II, A).
- Title I and Title III have designated Parent Liaisons who actively provide information, ideas, and materials for involving parents in the education of their children.
- 31a, as of 2014/2015, allows for Parent Involvement support and is offered to all parents in all buildings via Parent Workshops and meetings, materials for parents to work with their children at home, annual Book Fairs (no cost to eligible students/parents)

### 7. Pre-school Transition: General Funds

- Miami Elementary uses general funds to provide support to students and parents as children transition from pre-school to Kindergarten.

### 8. Assessment Decisions: General Funds, Title I, A

- General funds support the costs of district wide assessments that have been purchased and/or created for use in assessing student achievement.
- Title I funds are used in the purchase of diagnostic and intervention programs for use by identified, eligible students, such as STAR 360 (Reading and Math).

### 9. Timely and Additional Assistance: Title I, A, Title III, ESL, 31a

- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2.
- Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.
- Section 31a funds provide the services of one para-educator who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3, and 3 ESL para-educators provide English acquisition support services to eligible students

### 10. Coordination and Integration of Federal, State, and Local Resources:

- The desired and anticipated Schoolwide status would allow Miami Elementary the ability to have full utilization of all funds and resources for all appropriate student and teacher support services.

**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.**

\* Miami Elementary, as part of the entire district, participates in the National Free Breakfast and Lunch programs, organized and directed by our Food Services Department, and delivers free and/or reduced cost meals to students who are considered eligible based on the "Free and

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Reduced" meal program. Currently, the population at Miami Elementary is just over 41% poverty. This program is vital for providing eligible students the ability to receive the nourishment needed to succeed in the academic setting of the classroom at school.

\* Title I and 31a funds support the needs of all identified Homeless students. The Homeless Student Liaison (at Central Administration) attends all county meetings, receives all recent and updated information on legal practice and interpretation, and works with the Director of Grants to see that all allowable and available services are extended to all identified Homeless students. This includes supply/material/book costs, graduation fees, athletic and school fees, free lunch, free transportation (when appropriate), referrals to local food pantries and clinic services, and access to all T-1 and 31a support services.

\* Miami Elementary uses general funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

## **Evaluation:**

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

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will review components of the schoolwide program to determine if we are moving toward full implementation and where we need additional focus. The school improvement chairs and administrator attend the Facilitators of School Improvement meetings at the Macomb ISD to review the schoolwide and school improvement plan. Miami Elementary will ensure the involvement of parents in planning and reviewing the Title I program by:

- \* Reviewing the school/parent involvement policy at the annual meeting
- \* Posting the parent involvement policy on the Miami Elementary website for parents to review
- \* Distributing and reviewing school/parent compacts at fall conferences
- \* Conducting a parent survey
- \* Reviewing parent survey results
- \* Revising parent involvement policy to incorporate suggestions based on the parent survey results
- \* Focusing on communicating with parents to increase parent involvement in the Title I program

### **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.**

We use benchmark data, progress monitoring data, curriculum assessment data, and state assessment data to identify students at risk and in need of additional intervention and support. This data will also be used to evaluate the effectiveness of intervention programs on student achievement through the use of the MDE program evaluation tool. Miami Elementary will use the MDE tool to evaluate at least one high-impact program and will use an informal tool to evaluate the effectiveness of other programs.

Parents will be involved in indicators of academic achievement through a variety of ways such as: the annual education report, parent-teacher conferences, Title I progress reports, Powerschool, and state assessment communication.

### **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.**

We look at growth based on benchmark data that includes NWEA, DIBELS, iRead, ILIT, Language for Learning, Success Maker, Journeys assessments, Bridges Checkpoints, end of unit assessments, and state achievement data. Classroom teachers meet with administration, ancillary staff and paraeducators to share data and make adjustments to student interventions as necessary. We communicate to parents the  
SY 2018-2019

progress their child is making and provide assessment results. Programs, strategies, or initiatives are evaluated in a similar manner by the school improvement team, comprised of teachers, support staff, and parents.

#### **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?**

There is an ongoing process of evaluating the effectiveness of programs. Grade level teams and interventionists meet to explore data and the impact of programming on student achievement. Teams make recommendations to the school improvement team. These recommendations are used to adjust as necessary the schoolwide program to ensure continuous improvement of students. Parents whose students are serviced in Title I are asked to provide input through a survey. The school improvement team reviews the findings from the program evaluation and seeks parental input for planning for the following schoolyear based on the evaluation of our programs. A cohesive partnership with parents, staff, and students ensures the success of our schoolwide plan.

# **Miami Elementary School Improvement Plan 2018-2019**

## **Overview**

### **Plan Name**

Miami Elementary School Improvement Plan 2018-2019

### **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 Miami Elementary School will become proficient in math.	Objectives: 3 Strategies: 3 Activities: 23	Academic	\$18500
2	All students at Miami Elementary will become proficient in reading.	Objectives: 3 Strategies: 3 Activities: 21	Academic	\$73000
3	All students at Miami Elementary will increase student engagement.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$0

## Goal 1: All students at Miami Elementary School will become proficient in math.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/15/2019 as measured by Spring 2019 NWEA/MAP.

### Strategy 1:

Bridges Math Program - The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive Kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested.

Category: Mathematics

Research Cited: The following research provides evidence for the effectiveness of the Bridges program. Information was obtained from:

<http://bridges1.mathlearningcenter.org/>

Tier: Tier 1

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Other	All instructional staff
Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use data to inform instructional decisions.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Other	All instructional staff
Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	08/27/2018	06/15/2019	\$0	Other	All instructional staff.

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Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will continue to utilize the Bridges Math Program.	Direct Instruction, Implementation, Technology	Tier 1	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	All instructional staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level planning time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	All instructional staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed to ensure continued implementation of the Bridges Math Program.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	Other	Building principals, ancillary staff, and instructional staff.
Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data to evaluate the impact of the Bridges Math Program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	Other	Administration, instructional staff and ancillary staff.

### Measurable Objective 2:

100% of All Students will increase student growth RIT in Mathematics by 06/15/2019 as measured by NWEA.

### Strategy 1:

Skill-based instruction - Students identified as Tier 2 by NWEA will be monitored to adjust their small group instructional goals.

Category: Mathematics

Research Cited: The National Center on Intensive Intervention, [www.intensiveintervention.org/chart/progress-monitoring](http://www.intensiveintervention.org/chart/progress-monitoring), 2007

Tier: Tier 2

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Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff uses Bridges Checkpoints and Unit Assessments to guide small group instruction and interventions.	Professional Learning	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Other	Instructional staff
Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams collaborate with ancillary staff to interpret math NWEA data through a data review process.	Teacher Collaboration	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Other	Administration, Instructional and ancillary staff.
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data to adjust interventions.	Monitor	Tier 2	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional and support staff
Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review meetings will identify the students who will receive targeted interventions in mathematics.	Implementation	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Other	Administration, and instructional staff
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams create specific interventions, or "base camps" based on NWEA data. Students are assigned to intervention-based classrooms, or base camps.	Teacher Collaboration, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 student's progress using Bridges Checkpoints and Unit Assessments.	Monitor, Technology	Tier 2	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff

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Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate data from Spring NWEA assessments.	Evaluation	Tier 2	Evaluate	04/01/2018	06/15/2019	\$0	Other	Administration, instructional staff and ancillary staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Game Night will be provided for families of students receiving Title One support. Families will have dinner provided and math learning games to take home.	Implementation, Community Engagement	Tier 2	Implement	08/27/2018	06/15/2019	\$3500	Title I Part A	Administration, instructional staff, Title One paraeducators

### Measurable Objective 3:

100% of All Students will increase student growth RIT in Mathematics by 06/15/2019 as measured by NWEA/MAP.

### Strategy 1:

Bridges Intervention Units - Bridges Intervention Units and small group direct instruction will be provided for students identified as Tier 3.

Category: Mathematics

Research Cited: [www.mathlearningcenter.org](http://www.mathlearningcenter.org)

Tier: Tier 3

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will create math intervention groups based on NWEA and Bridges assessment data.	Getting Ready, Direct Instruction	Tier 3	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will review math data to adjust intervention groups.	Direct Instruction, Implementation	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff

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Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA data will be reviewed to determine students in the bottom 25th percentile according to NWEA	Getting Ready	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$0	Other	Administration, instructional staff and ancillary staff.
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review will determine students to be assessed using Bridges Intervention screener to determine appropriate placement for intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will be progress monitored using Bridges Intervention assessments	Monitor, Technology	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring NWEA and Spring state assessments will be evaluated to determine the effectiveness of Tier 3 instruction.	Evaluation	Tier 3	Evaluate	04/01/2019	06/15/2019	\$0	No Funding Required	Administration, instructional staff and ancillary staff.
Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff receives coaching from district curricular leaders on Bridges Interventions materials.	Getting Ready	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title One Program Specialist will be utilized to implement math interventions for identified students.	Direct Instruction, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$15000	Title I Part A	Title One Program Specialist

## Goal 2: All students at Miami Elementary will become proficient in reading.

### Measurable Objective 1:

100% of All Students will increase student growth in RIT in Reading by 06/15/2019 as measured by NWEA/MAP.

### Strategy 1:

Journeys - All instructional staff in grades K-5 will continue to implement the Houghton Mifflin, comprehensive English/Language Arts program, Journeys in the 2018-2019 school year.

Category: English/Language Arts

Research Cited: Houghton Mifflin Harcourt (2017). [www.hmhco.com/journeys](http://www.hmhco.com/journeys)

[http://www.hmhco.com/~media/sites/home/education/disciplines/reading/elementary/journeys-2017/pdf/ms135432\\_jou17\\_ntl\\_researchbase.pdf?la=en](http://www.hmhco.com/~media/sites/home/education/disciplines/reading/elementary/journeys-2017/pdf/ms135432_jou17_ntl_researchbase.pdf?la=en)

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive intense professional development on the continued implementation of Journeys.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional Staff

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum nights will be used to introduce the Journeys program to parents.	Getting Ready, Community Engagement	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Administration, Instructional staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will work in grade level teams to review Journeys materials to effectively organize and utilize Journeys materials.	Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will work with curricular leaders throughout the school year to receive coaching and assistance with continued implementation of Journeys.	Curriculum Development, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Curricular leaders, instructional staff
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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will monitor the implementation of Journeys through regular staff meetings and grade level planning time.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Administration, instructional staff

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data review meetings will be used three times per year to evaluate student growth through the Journeys program in Reading.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff, administration, ancillary staff, paraeducators

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will use the 5D+ evaluation tool to monitor teacher implementation of Journeys	Walkthrough, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	No Funding Required	Administration

### Measurable Objective 2:

100% of All Students will increase student growth RIT in Reading by 06/15/2019 as measured by NWEA/MAP.

### Strategy 1:

Interventions - Instructional staff will identify students requiring interventions in reading using NWEA and Journeys assessment data.

Category: English/Language Arts

Research Cited: <https://books.google.com/books?hl=en&lr=&id=gKz4TgdWLsC&oi=fnd&pg=PT8&dq=research+supporting+iRead+intervention&ots=HeRI4-UM8t&sig=ci32e4Tjo9SzlPHUIF1mQl0jFQ#v=onepage&q&f=false>

The National Center on Intensive Intervention, [www.intensiveintervention.org/chart/progress-monitoring](http://www.intensiveintervention.org/chart/progress-monitoring), 2007.

Tier: Tier 2



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Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will collaborate with ancillary staff to interpret NWEA data through a data review three times a year.	Teacher Collaboration, Getting Ready	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff and ancillary staff
Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will continue to refer to Eric Jensen's Poor Students, Rich Teaching: Mindsets for Change to review how student's prior experiences can impact academic achievement with the goal of developing a learning environment designed to address this factor.	Professional Learning	Tier 2	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Administrative, instructional staff
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will collaborate to form groups of students that would benefit from research-based interventions.	Teacher Collaboration, Direct Instruction, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement reading base camps for students identified as requiring a research-based intervention.	Direct Instruction, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will progress monitor using FASTBridge or DIBELS to gather additional data on the success of interventions	Monitor, Evaluation	Tier 2	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff, and ancillary staff
Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will continue to receive training in implementing interventions in the Journeys program.	Getting Ready, Professional Learning	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
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Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and ancillary staff will evaluate student data to review the effectiveness of interventions through NWEA, and progress monitoring data.	Teacher Collaboration, Evaluation	Tier 2	Evaluate	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional and ancillary staff

### Measurable Objective 3:

100% of All Students will increase student growth RIT in Reading by 06/15/2019 as measured by NWEA/MAP.

### Strategy 1:

Intense Intervention - Intense Intervention will be provided to students identified through the data review process. Programs such as iRead, Language for Learning and Corrective Reading will be implemented and monitored for their success.

Category: English/Language Arts

Research Cited: <http://lshss.pubs.asha.org/article.aspx?articleid=1780245>

Tier: Tier 3

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Parent Learning Night to receive information regarding instructional expectations for struggling learners. Dinner and learning games will be provided.	Getting Ready, Parent Involvement, Community Engagement	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$1000	Title I Part A	Administration, instructional staff, and ancillary staff

Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators will provide direct service to students identified as needing an intense intervention	Direct Instruction	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$72000	Title I Part A	Paraeducators, instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will use grade level planning time, data review and staff meeting time to determine students who require intensive intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
<b>Activity - Implement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will receive direct instruction in an intensive, research-based intervention four days per week.	Direct Instruction	Tier 3	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff and paraeducators
<b>Activity - Knowledge and Skills</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional staff will receive additional training in Journeys Interventions and small group instruction.	Professional Learning, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff and ancillary
<b>Activity - Monitor</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will monitor the effectiveness of intense interventions through assessments and progress monitoring data.	Monitor, Teacher Collaboration	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff
<b>Activity - Evaluate</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional staff, ancillary staff and administration will meet through a data review process to evaluate student growth with the intense interventions.	Evaluation	Tier 3	Evaluate	08/27/2018	06/15/2019	\$0	No Funding Required	Instructional staff, ancillary staff and administration

### Goal 3: All students at Miami Elementary will increase student engagement.

#### Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive student engagement through PBIS in Practical Living by 06/15/2019 as measured by a decrease in behavior referrals.

## School Improvement Plan

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### Strategy 1:

Positive Behavior Support - Instructional, administrative, and support staff will implement a school-wide Positive Behavior Support program.

Category: School Culture

Research Cited: <https://www.pbis.org/>

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive training in PBIS.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	All instructional and support staff

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PBIS team will be created consisting of one teacher per grade level, administration, and school social worker.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	No Funding Required	PBIS team members

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will complete a PBIS behavioral screener to establish a benchmark for behavior interventions needed.	Implementation	Tier 1	Implement	09/04/2018	10/08/2018	\$0	No Funding Required	Instructional staff

Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morning Meetings will be implemented by all instructional staff to establish a positive classroom culture.	Direct Instruction	Tier 1	Implement	09/04/2018	06/15/2019	\$0	No Funding Required	Instructional Staff

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will read and reflect on the book The Morning Meeting Book, by Roxann Kriete in order to implement morning meetings in all classrooms grades K-5.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/27/2018	01/01/2019	\$0	No Funding Required	Instructional Staff

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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and administration will monitor the impact the PBIS program is having on student achievement.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	No Funding Required	Administration, and instructional staff
Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Reviews will occur three times a year to review student behaviors in grades K-5.	Teacher Collaboration	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	No Funding Required	Administration, instructional staff and support staff.
Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MiBLSI professional learning	Professional Learning	Tier 1	Getting Ready	08/09/2018	03/15/2019	\$0	No Funding Required	Administration, instructional staff and ancillary staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor	Instructional staff and administration will monitor the impact the PBIS program is having on student achievement.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	Administration, and instructional staff
Getting Ready	MiBLSI professional learning	Professional Learning	Tier 1	Getting Ready	08/09/2018	03/15/2019	\$0	Administration, instructional staff and ancillary staff
Monitor	Tier 2 student's progress using Bridges Checkpoints and Unit Assessments.	Monitor, Technology	Tier 2	Monitor	08/27/2018	06/15/2019	\$0	Instructional staff
Knowledge and Skills	Instructional staff will continue to refer to Eric Jensen's Poor Students, Rich Teaching: Mindsets for Change to review how student's prior experiences can impact academic achievement with the goal of developing a learning environment designed to address this factor.	Professional Learning	Tier 2	Implement	08/27/2018	06/15/2019	\$0	Administration, instructional staff
Evaluate	Spring NWEA and Spring state assessments will be evaluated to determine the effectiveness of Tier 3 instruction.	Evaluation	Tier 3	Evaluate	04/01/2019	06/15/2019	\$0	Administration, instructional staff and ancillary staff.
Knowledge and Skills	Instructional staff receives coaching from district curricular leaders on Bridges Interventions materials.	Getting Ready	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$0	Instructional staff
Implement	Instructional staff will use grade level planning time, data review and staff meeting time to determine students who require intensive intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	Instructional staff

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Implement	Grade level teams create specific interventions, or "base camps" based on NWEA data. Students are assigned to intervention-based classrooms, or base camps.	Teacher Collaboration, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	Instructional staff
Evaluate	Data review meetings will be used three times per year to evaluate student growth through the Journeys program in Reading.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	Instructional staff, administration, ancillary staff, paraeducators
Monitor	Instructional staff will progress monitor using FASTBridge or DIBELS to gather additional data on the success of interventions	Monitor, Evaluation	Tier 2	Monitor	08/27/2018	06/15/2019	\$0	Instructional staff, and ancillary staff
Implement	Instructional staff will collaborate to form groups of students that would benefit from research-based interventions.	Teacher Collaboration, Direct Instruction, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	Instructional staff
Implement	Students will receive direct instruction in an intensive, research-based intervention four days per week.	Direct Instruction	Tier 3	Implement	08/27/2018	06/15/2019	\$0	Instructional staff and paraeducators
Getting Ready	Instructional staff will read and reflect on the book The Morning Meeting Book, by Roxann Kriete in order to implement morning meetings in all classrooms grades K-5.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/27/2018	01/01/2019	\$0	Instructional Staff
Evaluate	Instructional staff, ancillary staff and administration will meet through a data review process to evaluate student growth with the intense interventions.	Evaluation	Tier 3	Evaluate	08/27/2018	06/15/2019	\$0	Instructional staff, ancillary staff and administration
Getting Ready	A PBIS team will be created consisting of one teacher per grade level, administration, and school social worker.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	PBIS team members
Getting Ready	Instructional staff will complete a PBIS behavioral screener to establish a benchmark for behavior interventions needed.	Implementation	Tier 1	Implement	09/04/2018	10/08/2018	\$0	Instructional staff
Knowledge and Skills	Instructional staff will work in grade level teams to review Journeys materials to effectively organize and utilize Journeys materials.	Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Instructional staff

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Evaluate	Data Reviews will occur three times a year to review student behaviors in grades K-5.	Teacher Collaboration	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	Administration, instructional staff and support staff.
Implement	All instructional staff will continue to utilize the Bridges Math Program.	Direct Instruction, Implementation, Technology	Tier 1	Implement	08/27/2018	06/15/2019	\$0	All instructional staff
Getting Ready	All instructional staff will receive training in PBIS.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	All instructional and support staff
Monitor	Staff will monitor the effectiveness of intense interventions through assessments and progress monitoring data.	Monitor, Teacher Collaboration	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	Instructional staff
Evaluate	Instructional staff and ancillary staff will evaluate student data to review the effectiveness of interventions through NWEA, and progress monitoring data.	Teacher Collaboration, Evaluation	Tier 2	Evaluate	08/27/2018	06/15/2019	\$0	Instructional and ancillary staff
Knowledge and Skills	Instructional staff will continue to receive training in implementing interventions in the Journeys program.	Getting Ready, Professional Learning	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Instructional staff
Monitor	Review data to adjust interventions.	Monitor	Tier 2	Implement	08/27/2018	06/15/2019	\$0	Instructional and support staff
Monitor	Instructional staff will monitor the implementation of Journeys through regular staff meetings and grade level planning time.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	Administration, instructional staff
Monitor	Instructional staff will review math data to adjust intervention groups.	Direct Instruction, Implementation	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	Instructional staff
Monitor	Tier 3 students will be progress monitored using Bridges Intervention assessments	Monitor, Technology	Tier 3	Monitor	08/27/2018	06/15/2019	\$0	Instructional staff
Implement	Morning Meetings will be implemented by all instructional staff to establish a positive classroom culture.	Direct Instruction	Tier 1	Implement	09/04/2018	06/15/2019	\$0	Instructional Staff
Evaluate	Administration will use the 5D+ evaluation tool to monitor teacher implementation of Journeys	Walkthrough, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	Administration



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Getting Ready	Grade level teams will collaborate with ancillary staff to interpret NWEA data through a data review three times a year.	Teacher Collaboration, Getting Ready	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Instructional staff and ancillary staff
Monitor	Teachers will use grade level planning time to discuss levels of implementation.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	All instructional staff
Getting Ready	Curriculum nights will be used to introduce the Journeys program to parents.	Getting Ready, Community Engagement	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Administration, instructional staff
Knowledge and Skills	Instructional staff will receive additional training in Journeys Interventions and small group instruction.	Professional Learning, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	Instructional staff and ancillary
Implement	Instructional staff will implement reading base camps for students identified as requiring a research-based intervention.	Direct Instruction, Implementation	Tier 2	Implement	08/27/2018	06/15/2019	\$0	Instructional staff
Implement	Data review will determine students to be assessed using Bridges Intervention screener to determine appropriate placement for intervention.	Teacher Collaboration, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$0	Instructional staff
Opportunity to Implement	Instructional staff will work with curricular leaders throughout the school year to receive coaching and assistance with continued implementation of Journeys.	Curriculum Development, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Curricular leaders, instructional staff
Getting Ready	Instructional staff will receive intense professional development on the continued implementation of Journeys.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	Instructional Staff
Getting Ready	Grade level teams will create math intervention groups based on NWEA and Bridges assessment data.	Getting Ready, Direct Instruction	Tier 3	Implement	08/27/2018	06/15/2019	\$0	Instructional staff

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Readiness	Grade level teams collaborate with ancillary staff to interpret math NWEA data through a data review process.	Teacher Collaboration	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Administration, Instructional and ancillary staff.
Monitor	Data will be reviewed to ensure continued implementation of the Bridges Math Program.	Monitor	Tier 1	Monitor	08/27/2018	06/15/2019	\$0	Building principals, ancillary staff, and instructional staff.
Opportunity to Implement	All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Teacher Collaboration, Implementation	Tier 1	Implement	08/27/2018	06/15/2019	\$0	All instructional staff.
Knowledge and Skills	Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	All instructional staff
Evaluate	Evaluate data from Spring NWEA assessments.	Evaluation	Tier 2	Evaluate	04/01/2018	06/15/2019	\$0	Administration, instructional staff and ancillary staff
Knowledge and Skills	Instructional staff uses Bridges Checkpoints and Unit Assessments to guide small group instruction and interventions.	Professional Learning	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Instructional staff
Opportunity to Implement	Data review meetings will identify the students who will receive targeted interventions in mathematics.	Implementation	Tier 2	Getting Ready	08/27/2018	06/15/2019	\$0	Administration, and instructional staff
Readiness	Staff will use data to inform instructional decisions.	Getting Ready, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/15/2019	\$0	All instructional staff
Evaluate	Staff will use assessment data to evaluate the impact of the Bridges Math Program.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	08/27/2018	06/15/2019	\$0	Administration, instructional staff and ancillary staff.

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Getting Ready	NWEA data will be reviewed to determine students in the bottom 25th percentile according to NWEA	Getting Ready	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$0	Administration, instructional staff and ancillary staff.
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Knowledge and Skills	Paraeducators will provide direct service to students identified as needing an intense intervention	Direct Instruction	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$72000	Paraeducators, instructional staff
Getting Ready	Parents will be invited to a Parent Learning Night to receive information regarding instructional expectations for struggling learners. Dinner and learning games will be provided.	Getting Ready, Parent Involvement, Community Engagement	Tier 3	Getting Ready	08/27/2018	06/15/2019	\$1000	Administration, instructional staff, and ancillary staff
Implement	A Title One Program Specialist will be utilized to implement math interventions for identified students.	Direct Instruction, Implementation	Tier 3	Implement	08/27/2018	06/15/2019	\$15000	Title One Program Specialist
Implement	Math Game Night will be provided for families of students receiving Title One support. Families will have dinner provided and math learning games to take home.	Implementation, Community Engagement	Tier 2	Implement	08/27/2018	06/15/2019	\$3500	Administration, instructional staff, Title One paraeducators