



School Improvement Plan

Ottawa Elementary School

Chippewa Valley Schools

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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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Throughout the school year, data is collected regularly with various resources and assessment tools being used to gauge student achievement, program effectiveness, stakeholder perception and our community's demographics.

This information is used to create our year-long Professional Development Plan, update our School Improvement Plan and create our Title I Budget:

- K-5: NWEA was utilized 2 to 3 times a year (Fall, Winter, Spring) for Math, Reading and Language (3-5)
- K-2: Journeys Assessments along with various individual classroom assessments and teacher validation
- 3-5: MStep, DRA, or Star Assessment along with various individual classroom assessments and teacher validation
- K-5: Writing Assessment with district writing rubric
- Formal and informal stakeholder surveys are utilized as necessary to gather feedback from staff, students and families.

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?

Our surveys have affirmed our vision and mission statements. Student, staff, and parents all believe Ottawa is doing a very good job providing an individualized plan of support for each student. Working collaboratively with the parents ensures a plan of support for each individual student.

Ottawa Elementary utilizes NWEA MAP assessment data for grades K-5 in reading and math. We also reviewed our state assessment data for the years 2016-2017 and 2017-2018.

Kindergarten - 2nd grade: NWEA scores are reported by the number of student At or Above Norm Grade Level. NWEA testing will not take place until the end of May/early June. This is the only data that our school uses in grades K-2 to determine gaps in reading in math.

Kindergarten 2017-2018

NWEA

Reading	Fall	Spring	
Norm RIT		140.3	155.9
Ottawa Mean RIT		141.1	156.4
Below Norm	39	36	
At or Above Norm		34	39

Math	Fall	Spring	
Norm RIT		139.3	156.6
Ottawa Mean RIT		139.6	156.5
Below Norm	32	39	
At or Above Norm	40		36

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1st grade 2017-2018

NWEA

Reading Fall Spring

Norm RIT 159.9 175.7

Ottawa Mean RIT 159 170.2

Below Norm 34 39

At or Above Norm 21 19

Math Fall Spring

Norm RIT 161.6 178.6

Ottawa Mean RIT 161.4 177.2

Below Norm 26 32

At or Above Norm 29 26

2nd grade 2017-2018

NWEA

Reading Fall Spring

Norm RIT 174 187.4

Ottawa Mean RIT 172.6 184

Below Norm 37 39

At or Above Norm 17 17

Math Fall Spring

Norm RIT 176.2 190.3

Ottawa Mean RIT 177.2 186.6

Below Norm 38 39

At or Above Norm 16 17

3rd grade 2017-2018

NWEA

Reading Fall Spring

Norm RIT 187.7 197.9

Ottawa Mean RIT 185 196

Below Norm 41 41

At or Above Norm 34 33

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Math	Fall	Spring
Norm RIT	189.9	201.7
Ottawa Mean RIT	189.8	196.9
Below Norm	37	44
At or Above Norm	38	30

Proficient 3rd grade state assessment (M-STEP) data is reported by the number of economically disadvantaged and non-economically disadvantaged students.

Reading

2015-16 ED-	17	Non-ED-	16
2016-17 ED-	12	Non-ED-	13

Math

2015-16 ED-	13	Non-ED-	31
2016-17 ED-	12	Non-ED-	28

4th grade 2017-2018

NWEA

Reading	Fall	Spring
Norm RIT	197.7	205.3
Ottawa Mean RIT	196.7	203.4
Below Norm	41	41
At or Above Norm	31	36

Math	Fall	Spring
Norm RIT	201.5	211.9
Ottawa Mean RIT	201.6	206.8
Below Norm	27	40
At or Above Norm	40	27

Proficient 4th grade state assessment (M-STEP) data is reported by the number of economically disadvantaged and non-economically disadvantaged students.

Reading

2015-16 ED-	8	Non-ED-	23
2016-17 ED-	13	Non-ED-	21

Math

2015-16 ED-	14	Non-ED-	26
2016-17 ED-	11	Non-ED-	21

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5th grade 2017-2018

NWEA

Reading Fall Spring

Norm RIT 205.4 211.2

Ottawa Mean RIT 205.1 206.7

Below Norm 39 40

At or Above Norm 37 37

Math Fall Spring

Norm RIT 211.1 220

Ottawa Mean RIT 211.6 214.5

Below Norm 26 50

At or Above Norm 46 26

Proficient 5th grade state assessment (M-STEP) data is reported by the number of economically disadvantaged and non-economically disadvantaged students.

Reading

2015-16 ED- 25 Non-ED- 18

2016-17 ED- 9 Non-ED- 24

Math

2015-16 ED- 6 Non-ED- 18

2016-17 ED- 7 Non-ED- 23

Summary of Student Achievement

Mathematics:

Our district measurement for math is the NWEA assessment. Although data has shown improvement, our RIT scores are not matching the norm. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement.

State assessment data for the past two years shows that our math scores have not been strong.

Process-

In response to this data, our district has adopted a new math program (Bridges) in an effort to increase student achievement. Trend data shows that our ED students have scored lower on state assessments.

Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

Summary of Student Achievement

Reading:

Our district measurement for reading is the NWEA assessment. Again, although data has shown improvement, our RIT scores are not matching the norm. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement.

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State assessment data for the past two years shows that our reading scores have not been strong.

Process-

In response to this data, our district has adopted a new language arts program (Journeys) in an effort to increase student achievement.

Trend data shows that our ED students have scored lower on state assessments.

Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to reading interventions. A new assessment is going to be piloted so that we get accurate information quicker, so we can adjust interventions as needed.

As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

Demographic Data:

Total Students: 399

Average Daily Attendance: 95.1%

Truancies: 0

Free and Reduced Lunch: 48.6%

Special Education: 13.8%

Hispanic: 5%

African American: 16%

Caucasian: 69.4%

Multi-Racial: 8%

Our population is very transient. Only 45% of our 5th grade students enjoyed the total Ottawa Elementary experience. Only 40% of our 4th grade students have enjoyed the total Ottawa Elementary experience.

Conclusions

Discipline: Suspensions and office referrals continue to impede student learning. Our current schoolwide PBIS system will need to be reviewed and revised in order to promote an increase in positive behavior. Additional strategies will be researched and reviewed by school staff in order to positively impact our student discipline numbers. Additional training with Restorative Practice is needed.

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.

Goal 1: Reading: All students will improve in reading

We have (MTSS) Multi-Tiered Systems of Support in place for reading. Our subgroup (economically disadvantaged) represents a large percentage of our Tier 2 and 3 intervention groups.

Goal 2: Math: All students will improve in math

Continued implementation of the Bridges Math Program and math interventions will be provided by Title I Program Specialist Teachers (TOPS) and classroom teachers.

Goal 3: Culture and Climate: All students will feel safe and engaged while at Ottawa Elementary School.

The beginning of the 2018-2019 school year, we will implement PBIS. This system will promote positive behavior throughout the day and utilize incentives for target behaviors. All staff are included in promoting this strategy.

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 math and reading. 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 school-wide Reading Clubs (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 available for Tier 3 students and is 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.

Reading:

Journeys K-5 Language Arts Program

CITW (Classroom Instruction That Works)

MTSS (Multi-Tiered Systems of Support)

Technology

Small Group Instruction

- Journeys is a comprehensive ELA curriculum for all students K-5. This program is being implemented by all general education teachers and began in the fall of 2017. The Journeys program includes 90 minutes of direct instruction provided five days per week. The number of students being served is approximately 400. NWEA and Journeys assessments are available as measurement tools. Interventions include 30 minute MTSS blocks provided four days per week. Students are grouped Tier 1-3 and are identified for their specific areas of need.

- CITW is a school wide initiative that focuses on best instructional strategies across all content areas and with all students.

- 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 21st century technology, which offers a smart board, projector and enhanced audio system 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

CITW (Classroom Instruction That Works)

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 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 SY 2018-2019

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.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- 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.

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.

Classroom Instruction That Works allows teachers to implement evidence based instructional strategies that are shown to increase student achievement. CITW requires that teachers set the environment for learning, help students develop understanding, and allow students to extend and apply their learning.

Thinking Maps - The utilization of thinking maps allows students to organize their ideas which enables students to write a cohesive piece.

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.

Models and Tools improve the quality of instruction because they help students understand concepts and make applications to real life.

Close and Critical reading improves the quality of instruction as students are taught how to answer four important questions associated with this strategy: 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? CCR is used across all content areas to promote deeper thinking during the reading process.

Quantity of instruction is improved by using multiple schoolwide strategies.

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.

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. MTSS is integrated through the Journeys program. Journeys is a comprehensive ELA curriculum for all students K-5. This program is being implemented by all general education teachers and began in the fall of 2017. The Journeys program includes 90 minutes of direct instruction provided five days per week. The number of students being served is approximately 400. NWEA and Journeys assessments are available as measurement tools. Interventions include 30 minute MTSS blocks provided four days per week. Students are grouped Tier 1-3 and are identified for their specific areas of need.

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 MTSS 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

research compiled in the second edition book. The second edition builds on the research in the original publication and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010). It also uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement.

Dean, C.B., Ross Hubbell, E., Pitler, H., and Stone Bj (2011). Classroom Instruction That Works, 2nd Edition. ASCD: Alexandria, Virginia.

Models and Tools - Models and Tools improve the quality of instruction enabling students to understand concepts and make applications to real life. They are utilized across content areas to help students visualize concepts and solve problems.

Thinking Maps - The thinking maps program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; The Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies. These maps are a "common visual language" for students in all subject areas.

Thinking Maps, www.thinkingmaps.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

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

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 or 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, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, Reading A to Z, or Read Well

3-5 Interventions Available: I-Read, Success Maker, Rewards, Language for Learning, Road to Reading, Guided Reading Groups, Reading A to Z, or EBLI (Evidenced Based Literacy Instruction)

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

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

How does the school determine if the needs of the students are being met?

All students are progress monitored two to three times per year using the district NWEA (MAP) benchmark assessment in math, reading, and language.

Also, Star Reading assessments are used in grades 3-5, while K-2 administers the DRA for Tier 2 and 3 students as a form of progress monitoring. All progress monitoring takes place bi-weekly.

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	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's office.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all teachers meet the NCLB requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources and within the principal's office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the year 2017/2018, three teachers retired. Teaching staff has remained intact as student population has not fluctuated.

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

0-4 years:	1
5-10 years:	11
11-15 years:	3
16-20 years:	2
20+ years:	6

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

- Strong growth mindset
- Staff builds relationships during and outside of school
- Supportive principal that encourages and supports professional growth
- Chippewa Valley Schools is known for the best education for the dollar
- A new teacher mentoring program

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

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- Teacher compensation for advanced degrees
- The district has not experienced layoffs in the last 20 years.
- 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?

Ottawa Elementary does not have a high teacher 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.

The professional development is aligned to the CNA and the goals of the SIP.

- Bridges Math - Math curricular leaders provide ongoing support for the Bridges program
- Journeys ELA- Full implementation began fall 2017. Professional development has been provided throughout the school year and will continue to be provided in 2018-2019 school year. ELA is an identified gap within 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 - The district will continue to provide professional learning as needed. Math curricular leaders provide ongoing support for the Bridges program.

Journeys - 2016-2017 was be the first year of professional development related to the adoption and implementation of this ELA program. District-wide implementation of the curriculum began in the 2017-2018 school year in which ongoing professional development continues 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.

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. Data reviews (half days per grade level) are done on a quarterly basis to ensure supplemental instruction is provided for those students. Additional mini-data reviews are conducted mid quarter and reported on staff meeting and half day release time. Additional MTSS team meetings take place on a quarterly basis and they help to guide our data reviews.

Facilitators of School Improvement - Our district administrators and building SIP team members have attended Facilitators of School Improvement provided by the Macomb ISD for the past six years. We meet five times throughout the school year so that building administrators and SIP teams are informed of state requirements and updates to the AdvancEd process. Opportunities are provided to review/revise schoolwide and school improvement plans. Additional learning that can be brought back to each building also takes place during these sessions.

Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers at designated staff meetings in order to have conversations with peers within vertical and horizontal teams. Teachers will be expected to align their curriculum and look for
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patterns in which standards are not emphasized or may be absent. Grade level teams meet a minimum of five times per year and cross grade level teams meet about three times per year.

PBIS - Based on office referrals and suspensions, we have identified the need to review and improve our current positive behavior support initiative. A team will meet at the beginning of the school year to discuss ways to decrease student behavior referrals and promote positive behavior. This information will be presented to the entire staff for modification and then adoption. The staff will use time at designated staff meetings to monitor the effectiveness of the plan and fidelity of implementation. Each year, behavior referrals are reviewed to look for patterns and determine if any necessary changes are needed for our PBIS system.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Draft of 2018-19 PD

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, a special education teacher, para-educator, parents, and principal. The team met on 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 - Ottawa Elementary will have parent representation on the school improvement team to analyze data, identify gaps, and create goals for closing those gaps.
- b. Attract and retain highly qualified staff - Ottawa Elementary has a strong PTO which offers several 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.
- c. Professional Development - Parents will be informed of training opportunities provided to teachers and how this training will support students. PEN nights provide training for parents to help support their child at home.
- d. 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.
- e. Assessment decisions - If parents have concerns regarding assessments, they can speak to the building principal to find out information as to the purpose of those assessments. In the Ottawa 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.
- f. 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.
- g. 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
- Parents will be invited to serve on the school improvement team
- The SIP will be available to parents through Ottawa 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		Title 1 Parent Involvement Policy

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. Ottawa Elementary will inform parents about academic standards and assessments in the following ways:

- Fall Open House/Curriculum night
- Conferences
- Common Core standards posted on school website
- 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.
- Bridges Math curriculum information is proved on websites and through classroom communication
- Journeys ELA curriculum information is proved 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 - Ottawa Elementary offers training and materials in the following ways:

- Curriculum Night
- PEN Night for math and reading
- Ottawa Elementary school website
- Fluency packets as needed
- 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 and ELA curriculum offers resources for parents to help support their child at home.

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

Ottawa 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:

- Family resources tab will be provided on the Ottawa Elementary website
- Support and access to resources through the school social worker

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- Vision and hearing screenings are performed
- PEN night/Title I Book Fair

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
- Math curriculum parent information using multiple languages
- Ottawa 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

Ottawa 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.

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. Ottawa Elementary will 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 Ottawa 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.

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 Data Review meetings per year are held to discuss data points for the purpose of evaluating the effectiveness of the MTSS program.

Grade level 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.

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 Ottawa 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 Ottawa 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)?

Not applicable. Ottawa Elementary is a K-5 school. Parent, Student, and Teacher compact is uploaded.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact 2017-2018

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:

Ottawa 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.

Literacy Issues:

Ottawa 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?

Ottawa Elementary provides kindergarten orientation. During this time, backpacks containing school supplies and various readiness activities are provided to kindergarten families. Incoming families are invited to attend school sponsored activities, such as Family Fun Night and the Ottawa Art Show. School staff provides tours to parents and students upon request prior to beginning kindergarten. Kinder Connect is offered to students, who are identified with a district suggested screener.

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?

Kindergarten and lower elementary teachers attended the Kindergarten Transition workshop offered at the MISD. This training focuses on school readiness, ways to work with parents, and provides materials for parents to utilize while working at home with their preschool children.

Ottawa Elementary has a transition program for the 5th graders entering middle school. Activities include:

- Counselor visit
- Middle school visit
- Extensive communication between elementary and middle school teachers
- Shared data review documents
- Parent orientation at the middle school

Component 8: Teacher Participation in Making Assessment Decisions

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

Ottawa 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 (NWEA) and ways to use those assessments with fidelity. During data reviews, teachers also discuss other assessments, including Star Reading and DRA, 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.

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. Students are progress monitored at 3-week intervals, and para-educators have opportunities to meet with teachers to discuss student progress. Teachers progress monitor Tier II students regularly using grade level specific assessments.

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 for services with teacher input. NWEA (MAP) assessments are completed in fall, winter and spring for grades K-2, fall and winter for grades 3-5.

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), 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. Select students are also able to participate in an after school reading program that is instructed by select Ottawa teachers.

Writing

Grade Span: K-5

Identification/Criteria for Selection: Teachers use 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 select Ottawa 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.

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.

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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 Reading Clubs 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, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, Reading A to Z, or Read Well

3-5 Interventions Available: Journey's interventions, I-Read, Success Maker, Rewards, Language for Learning, Lexia, Road to Reading, Guided Reading Groups, Reading A to Z, or Corrective Reading

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 Journey's ELA 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: Bridges Math Interventions, 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.

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

Reading: Teachers differentiate reading instruction through the use of leveled books during Guided Reading groups. Additionally, differentiated instruction is provided during Reading Clubs and Pull out programs (30 minutes per day, four days per week).

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. Teachers work with students to incorporate the essential components of writing that includes ideas, voice, style, organization, and conventions. Cooperative learning is used extensively in the writing process.

Math: Differentiation in math is supported by the use of manipulatives and cooperative learning through Bridges Workplaces, as well as multiple problem solving strategies. Technology through the use of a smart board is another aspect of differentiation.

Science and Social Studies: Leveled readers are provided for use by students as research material. Video clips are an integral part of explaining key concepts. Lab experiences are a significant part of the science curriculum. Distance learning is utilized in both science and social studies. Cooperative learning experiences are also imbedded in the 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 Ottawa Elementary School. 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)

Title I, Part A:

3 Para-educators (each @ 1.0 FTE) (Reading/Math), 1 Title I Teacher Specialist (TOPS) (@ 0.5 FTE), support materials for supplemental instruction, summer school instruction, professional development for staff, technology support (laptops, headsets), 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

Title II, Part A:

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

Title III, ESL:

1 ESL Para-educator (@ 0.5 FTE) 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.

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.

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. In addition, Title I funds have been used to provide approximately 390 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students in the upper grades (3-5).

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.

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.

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

Section 31a funds provide the services of two para-educators (each @ 0.5 FTE) who provide instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. This grant also provides the funding support for one 0.5 FTE ESL para-educator to provide English acquisition support services to eligible students

Ottawa 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

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

Bond funds provide building and technology updates

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

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.)

Ottawa 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 Ottawa Elementary with support staff (para-educators, TOPS teachers)

- 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 core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 390 hours of core content area support from a certified teacher (TOPS) working with identified, eligible students in the upper grades (3-5).

- 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 two (each @ 0.5 FTE) para-educators who provide instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. One (@ 0.5 FTE) ESL para-educator provides 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.

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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), Reading content training (Journeys)
- 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

- 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

- Ottawa 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. In addition, Title I funds have been used to provide approximately 390 hours of core content area support from a certified teacher (TOPS) working with identified, eligible students in the upper grades (3-5).
- 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 two para-educators (each @ 0.5 FTE) who provides instructional support to identified, eligible students in the core content areas, focusing on Reading and Math in grades K-3. One ESL para-educator (@ 0.5 FTE) provides 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 Ottawa 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.

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- Ottawa 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 Reduced" meal program. Currently, the population at Ottawa Elementary is just over 48% 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.
- Ottawa Elementary uses general 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 Title One initiatives are evaluated on an annual basis. Ottawa Elementary will evaluate and submit one evidence-based strategy, program, or initiative using the MDE evaluation tool to measure the impact on student achievement and closing of the achievement gap. Parents are surveyed annually. Parents will provide input on effectiveness of the programs, level of understanding of the program, if they had input on the use of the program, and if their child benefitted from the program. Parents will also be invited to an annual Title One meeting to offer input on the effectiveness of the program.

Staff are surveyed annually. Staff will provide input on effectiveness of the program, level of understanding of the program, and level of benefit to students.

Students are surveyed annually. Students will provide input on their perception as to how the program helps them succeed.

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.

Staff analyzes state and school data to determine achievement levels of students as well as areas of need. The data indicates the intensity of intervention and the effectiveness of the intervention. The data also indicates if an intervention is matching the areas of need and whether the intervention program needs to be continued or seek a more effective intervention program.

Data review meetings held 3 times a year and progress monitoring offer opportunities to informally evaluate the effectiveness of interventions provided. The state and local data points are included in the MDE evaluation tool to measure the effectiveness of an evidence-based program and the closing of achievement gaps.

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.

Throughout data review meetings, staff analyzes data points. If students are not progressing, staff evaluates the fidelity of implementation of intervention programs. When a lack of fidelity is recognized, staff adjusts schedules and/or ensures that they are using all components to meet program recommendations.

Teachers use formal and informal assessments as well as progress monitoring tools to determine the effectiveness of the intervention provided. The MDE evaluation tool has been helpful in identifying strengths and weaknesses of programs provided to our most at-risk students.

parents and student study meetings.

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?

Through survey information, student achievement data, and the MDE evaluation tool, the school determines if the programs identified within the schoolwide plan meet the needs of all students, especially those at-risk of not meeting State standards. The school improvement process and goals guide the implementation of the schoolwide plan. The school improvement leaders attend Facilitators of School Improvement meetings 5 times per school year. During FSI meetings, the plan is reviewed and necessary adjustments are made to ensure it is implemented with fidelity. The information attained at these meetings is shared during staff meetings and PTO meetings.

Revisions to our plan are presented to staff and parents for input and consensus.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Throughout the school year, data is collected regularly with various resources and assessment tools being used to gauge student achievement, program effectiveness, stakeholder perception and our community's demographics.

This information is used to create our year-long Professional Development Plan, update our School Improvement Plan and create our Title I Budget:

- K-5: NWEA was utilized 3 times a year (Fall, Winter, Spring) for Math, Reading and Language (3-5)
- K-2 DRA, MLPP, Dolch Words, DIBELS (when appropriate) along with various individual classroom assessments and teacher validation
- 3-5 MEAP, DRA, 3-Minute Assessment along with various individual classroom assessments and teacher validation
- K-5 Common Writing Assessment with district writing rubric
- Formal and informal stakeholder surveys are utilized as necessary to gather feedback from staff, students and families.

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

The assessments are reviewed throughout the school year and provide information on student achievement. Student achievement is one criteria used to determine if a child is at-risk.

- All Content Areas: Formal Data Review meetings are held during the school year in order to analyze student achievement and growth. Student Study Team meetings are held during the month. Also, teachers meet informally throughout the week during their common planning time. While meeting, teachers, parents, administrators and support staff (including special education teachers, social workers, Para-educators, etc) meet to discuss and analyze data and plan instructional programming and support.
- o Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines:
 - Tier 1 > 40 percentile; Tier 2 20-40 percentile; Tier 3 < 20 percentile
- o Along with the NWEA database, district data is stored in an online warehouse (Data Director)
- o Science and Social Studies: various individual classroom assessments focusing on understanding of concepts as well as comprehension are used to determine appropriate growth
- Other Factors:
 - o Legislative Requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.
 - Students move fluidly in-and-out of the process as information on student achievement and other factors change.

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

- Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines: Tier 1 > 40 percentile; Tier 2 20-40 percentile; Tier 3 < 20 percentile
- ELA: DRA (Developmental Reading Assessment) for grades K-2 determines a child's reading strengths and challenges. Students are assessed on Reading Fluency, Comprehension and Accuracy
- ELA: Lexile levels for students in grades 3-5 are determined based on NWEA testing
- ELA: Common Writing Assessments are utilized K-5 with a 4-point common writing rubric. Students are assessed 2-3 times throughout the school year
- Science/Social Studies: Reading and writing across the curriculum are the basis for Science and Social Studies success and student reading/writing achievement data is used to indicate content-area success
- M- data is referenced for students in grades 3-5

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

- K-2 student eligibility:
 - o Parent input/surveys
 - o MLPP assessment/observations
 - o K-2 district/school-wide assessments
- Legislative requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.

Component 2: Services to Eligible Students

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

- All students in grades K-5 receive Core Instruction with differentiation within the classroom based on the challenging Common Core Curriculum Standards are provided consistently by the classroom teacher.

- Title I Para-educators are trained in, and employ, a variety of research-based instructional support strategies which include, but are not limited to: Read Naturally, iRead, Soar to Success, Dibels, DRA, Lets, PBS, Lexia, K-Pals, Facilitators of School Improvement, Corrective Reading Methods, Literacy-Based Curriculum Planning, Story Braidy (RTI), Journeys, Step Up to Writing, K-3 Math Manipulatives, Close and Critical Reading/Thinking, K-5 Science Support Materials, PALS (Peer Assisted Learning Strategies), Road to Reading, Adaptive Schools, Critical Issues of Youth, Brain Gym, Reading Recovery (modified) etc.

- Title I Para-educators are involved in professional learning opportunities throughout the school year:

- o Para-educator meetings are held 6 times each year for program updating and training purposes

- o Annual Professional Development is required for all Title I funded Para-educators, and additional learning opportunities are strongly encouraged. All professional development meetings and training are funded by the Title I grant

- o Para-educator support services reflect thoughtful lesson planning based in effective and research-based instruction, theory, and practices

- Eligible Title I students receive the following additional support:

- o K-2 Supplemental/Support Staff: Four full-time Para-educators, paid through Title I funding, provide instructional support to identified Title I students during the regular school day to increase student achievement in the content areas.

Specific reading support materials (such as: Road to the Code, Explode the Code, PALS, Phonics for Reading, independent reading books, leveled library resources, or instructional materials) are purchased to facilitate student reading fluency and comprehension for identified Title I students

- o 3-5 Supplemental/Support Staff: Certified teachers provide instructional support to identified Title I students during the regular and/or extended school day to increase student achievement in the content areas.

- o Eligible students K-5 are offered the opportunity to attend our district's Summer Success program with transportation provided. Taught by certified classroom instructors, this 20-day/60 hour summer program reinforces skills and helps to prepare students for the next school year.

- o A school-wide Curriculum Night as well as other informational nights are offered throughout the school year. Parents of identified Title I students are invited to attend these content-specific educational nights.

Teachers and curriculum specialists introduce parents to the requirements of the Common Core. Families learn strategies via learning games and activities designed to support student learning.

Supplies, materials, and food expenses for Parent Education/Parent Involvement meetings are provided to encourage parents to participate

- o The purchase of computer programs, licenses, and software programs (such as iRead, SuccessMaker, MobyMax, Lakeshore Learning, Road to Reading, Read Naturally, Learning A-Z or FAST) are used to help increase student achievement through individualized and small group support

Component 3: Incorporated Into Existing School Program Planning

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

In order to help our Title I population achieve success:

- Our School Improvement Plan includes Title I Support Services found in our Multi-Tiered Support System (MTSS) and referenced in the plan (Tier II and Tier III).
- All stakeholders have a role in the process including dialogue between members, Student Study Team Meetings, grade-level discussions, Data Review days, etc.
- Title I staff are involved in the development of our goals and implementation of practices
- All staff members and also representative members of our community attend professional learning opportunities

Component 4: Instructional Strategies

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

- Our School Improvement Plan is written to meet the needs of all students in Math, Language Arts, Science and Social Studies. Strategies listed in Classroom Instruction that Works (i.e. Cooperative Learning, Summarizing and NoteTaking, Using Non-linguistic Representations) span all content areas.

- Additional levels of support are provided to students in need:

o Math: Tier 2 (Supplemental):

MobyMax

P.E.N. Family Math Game Night

o Math: Tier 3 (Supplemental):

MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

SuccessMaker, iRead

Summer Success Program

IPads w/apps

Data Review and Training Days

o Language Arts/Science/Social Studies: Tier 2 (Supplemental):

MobyMax

At-home Fluency Practice

Leveled Reading Book Bags

Flexible reading groups

Raz-Kids

Guided Reading

After School Literacy Club

Learning A-Z

Interactive White Board Resources

PEN Night materials and food for families

o Language Arts/Science/Social Studies Tier 3 (Supplemental):

MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

PALS

SuccessMaker

Summer Success Program

Rode to the Code resources

Phonics for Reading

Data Review and Training Days

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

- All Students: Cooperative Learning, Summarizing and Note Taking, Non-linguistic Representations (Thinking Maps)
 - o Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:
http://www.kaganonline.com/free_articles/research_and_rationale
 - o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.
 - o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011.
 - o Citation: Covey, Stephen. 7 Habits of Highly Effective People
- Tiered Support and Interventions:
 - o The Institute of Education Sciences Clearing House reports SuccessMaker to be an effective intervention with a medium to large effect for comprehension <http://ies.ed.gov/ncee/wWc/interventionreport.aspx?sid=502>
 - o The Florida Center for Reading conducted various studies on the Rode to the Code intervention and indicates http://lizditz.typepad.com/files/road_code.pdf
 - o Richard Allinton, "What Really Matters in Response to Intervention", advocates for strong Tier I instruction along with supplemental learning time with struggling students.

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

- Data from building assessment results, NWEA MAP assessments and other formative and summative classroom assessments indicate the success of the model.
 - i. Tier I: Core Instruction occurs in ELA and Math for 60-90 min each day
 - ii. Tier II: An additional 20-30 minutes of additional support is provided 3-4 times per week in reading and math based on individual student needs
 - iii. Tier III: An additional 20 minutes of intervention is provided 2-3 times per week for students scoring in the bottom 20 percentile

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

- Tier I: Core Instruction is provided each day for all students by the classroom teacher in ELA and Math. Content-specific subjects such as Science and Social Studies occur throughout the course of the day as well.
- MTSS blocks of time are scheduled to meet students' need. Additional staff either pushes into the classroom environment to support learning and provide additional support or small-group/individualized instruction takes place during the school day
- Every effort is made to ensure that Core Instruction is uninterrupted through established support schedules, supplemental staff visits and a daily classroom routine which allows for additional support.

Component 5: Title I and Regular Education Coordination

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

- Ongoing communication between all staff involved in student's learning occurs on a consistent/regular basis. Title I Para-educators are in integral and valued.

o Title I teachers are "housed" in the same area as the students they service to encourage open communication.

o The Title I teacher's schedule is created to provide 1 hour each day for common planning time with the classroom teachers he/she works alongside.

o Data Review meetings include regular education and support staff representation (including BiLingual support and Title I support staff).

o Student Study Team meetings include representation from support staff when evaluating, discussing and sharing a child's progress with his/her parents

o Students are reevaluated on a consistent basis to determine the appropriate next steps and effectiveness of the intervention

o All Title I educators attend the same professional development opportunities in order to provide insight and feedback on student growth.

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

o A "Bridge to Kindergarten" Summer School program is targeted toward students considered at-risk.

o Kindergarten Readiness Kits are provided to students to help provide families with resource materials

o PEN Night (Parent Education) is offered afterschool for families to attend. Title I paraeducators as well as certified and support staff train parent and students on fun at-home games and activities that can be utilized to support their children's education

o The online resource MobyMax is made available to students in order to continue practicing reading, writing and mathematical skills at home after the school day

o Bimonthly, electronic parent newsletters are distributed and contain at-home activities and resources to support math, science and reading.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- All Title I Part A instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- All teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

- o All staff will continue to receive professional learning to support our School Improvement Goals and School-wide initiatives: Classroom Instruction that Works and Kagan Structures will continue again this year with staff receiving training on the research-based instructional strategies that are the basis of our School Improvement Plan and provided by the Macomb Intermediate School District
- Bridges math training will occur to help staff integrate the Common Core best instructional practices and our new district-adopted math program
- Journeys for K-5 staff will focus on continuing the implementation of research-based instructional practices
- FSI: Facilitators of School Improvement Training will occur throughout the school year for our School Improvement team
- NWEA, Northwest Evaluation Association training will continue to be provided in order to train staff on how to utilize the results from our district-wide assessments for data review
- Other training will be offered including: Curriculum Mapping, Journeys for ELA..

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

- o All professional learning opportunities listed are made available to Title I teachers, regular and special education teachers and other support staff.
- o Curriculum Nights, PEN Nights and game nights focus on increasing parent knowledge, providing resources and support.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	o Our school's professional learning is in progress. Various trainings supporting our school and district's improvement plan are planned throughout the next school year in order to ensure our staff and stakeholders receive the training necessary to support our goals. Training this year includes: NWEA and data review, BRIDGES Math, Journeys, CITW (Classroom Instruction that Works), Power Teacher (Gradebook), Rubicon Atlas.	

Component 8: Strategies to Increase Parental Involvement

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

o Chippewa Valley Schools has developed a consistent Parent Compact and Parent Involvement Policy that is utilized throughout the district.

Annually, all parents of identified Title 1 students were invited to attend a District Planning Meeting. Volunteer parents were involved in the planning, program design, and implementation of the process. Parents continue to be involved through opportunities for evaluation, district meetings that occur at least annually through involvement in School Improvement committees at the individual buildings

o Parent participation and input is facilitated in various ways including monthly PTO meetings, parent formal and informal surveys

o Families of children receiving Targeted Assistance also provide feedback regarding their satisfaction of the program during parent conferences, Student Study Team Meetings, and through other forms of communication including emails and one-on-one discussion

o Parents are also provided the opportunity to give feedback and input at Title I, Part A meetings at the district level

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

o Parents play an integral role in the implementation of our plan.

Families and staff meet during Student Study Team Meetings, parent conferences and, when necessary, Special Education Meetings to discuss the needs and services offered to their child.

Parents are invited and involved in the School Improvement evaluation process and writing of the school improvement plan.

Many school activities are offered to build the relationship between school and home, train families on instructional strategies and provide supplemental resources to support these goals including Family Game Night, PEN Night, Literacy and Math kits etc.

Families are encouraged to attend beginning of the year informational meetings and other meetings (e.g. Principal Nights, PTO Meetings, etc.) to gather information

Bilingual support is provided on a consistent basis to help families that may need translation and additional support to improve communication.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	<ul style="list-style-type: none"> o Both formal and informal surveys are utilized to gather information on the current needs and understanding of our families o PTO meetings provide an opportunity for families to provide feedback o Formal and informal meetings, such as Student Study Team meetings and parent conferences provide additional opportunities for feedback. 	

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

- o In order to assist parents in understanding curriculum and assessments so they can help support their child's growth:
Curriculum and informational meetings are held throughout the school year in order to help families better understand the expectations of the Common Core. All parents are invited to attend a school-wide information meeting prior to Curriculum Night.
Informational newsletters and parent activity pages are distributed electronically throughout the school year.
Brochures and online links are provided to families to further their understanding.
NWEA student data reports, progress reports and report cards along with other teacher-directed initiatives help families monitor their children's growth
- o Materials and training are provided to parents to help families work with their students:
PEN Night, Family Game Night, monthly activity-based newsletters, At-home Literacy and Math kits, grade-level at-home reading activities and Moby Max
Leader in Me parent informational nights are scheduled to help support our leadership initiative
- o Staff are trained in the Leader in Me initiative which focuses on developing a strong, productive relationship between our families and school. Our behavior protocol also encourages and facilitates and open communication between staff and families.
- o Coordination between our school and other programs occurs consistently throughout the school year. The intent of these programs/initiatives is to support and encourage parent involvement: Leader in Me, Bridge to Kindergarten (for incoming Kindergarteners), PEN Night (Great Schools), Summer Success, etc.
- o District-wide Parent Involvement Meetings are held in Fall and Spring of each year.
- o In Chippewa Valley, dates for meetings are posted and written notices of dates are also made available.
- All students/parents receive copies of Title 1 Parent Involvement Policy and Parent Compact
- o Copies of T-1 Parent Compact and Title I Parent Involvement Policy available to all parents during Parent Teacher conferences
- o Copies of Title 1 Parent Involvement Policy and Title 1 Compacts are included in 100% of Parent Education Kits and "Kindergarten Kick-Off" kits/materials distributed to families.

5. Describe how the parent involvement activities are evaluated.

- o Activities are evaluated through formal and informal parent and staff surveys, percentage of population represented/event attendance and opportunities provided for dialogue sessions such as PTO meeting.

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

The district offered a version and then the student council representatives changed the wording for students, so they understood what they were signing. The parent piece was approved by Ottawa's PTO.

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

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

Bilingual aides are available to support Ottawa's efforts in person or through translation.

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

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

Teachers and parents work together and on a success plan and then sign the compact. Parents can take it home and discuss the commitment with their child and then have him/her sign it too. or the teacher discusses the commitment with the students the day after the conferences and then has them sign.

Component 9: Coordination of Title I and Other Resources

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

Federal Funds:

o Title 1 "set aside" funds are used to support needs of identified "homeless" students (books, materials, services, clothing, assessment fees, etc.)

o Title 3 funds are used to support bilingual student tutoring support in English acquisition (not core content area instruction in native language)

o Drug Free Communities (e.g. SMART Moves) funds are used to increase parental awareness for prevention of substance abuse

- State Funds:

o 31-a/"At Risk" funds are used to provide bilingual student tutoring support at Title 1 buildings as a supplement to classroom instruction and other support services

- Local Funds:

o Across the district, local funds provide support for at-risk students such as:

CVS Foundation Grant

MSGCU mini-grant

Edison mini-grant

Dollar General mini-grant

Target Stores mini-grant

o Community Support (such as the Kiwanis Club, Clinton Township Police Department, Community CARES)

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

a. All Federal, State and Local funds available provide support for our Title I students.

i. Eligible students receive Free or Reduced Lunch and breakfast.

ii. Drug prevention programs such as SMART Moves and the Chippewa Valley Coalition for Youth and Families provides information to families

iii. Building Social Workers collaborate with families to find support and resources when necessary.

iv. Building Crisis teams are put in place and are trained in non-violent crisis intervention, such as CPI training.

v. A Positive Behavior Intervention and Support (PBIS) system is in place for violence prevention/anti-bullying

vi. The Macomb Intermediate School District provides a tremendous amount of information and support to families in need as well as students with disabilities, and ESL students

Component 10: Ongoing Review of Student Progress

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

- a. During the 2013-2014 school year, the Chippewa Valley School District implemented common benchmark assessments in Mathematics and English Language Arts for students in grade K-11. NWEA computerized assessments, called Measures of Academic Progress® (MAP®), are administered three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth in the areas of mathematics and English Language Arts. The resulting data allows teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need.
- b. Teachers utilize this data to make instructional decisions. Students fluidly move in-and-out of intervention groups and services based on this data.
- c. Traditionally, students remain in intervention groups for at least 7-8 weeks.

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

- a. The Common Core State Standards provide the basis for a challenging instructional program.
- b. As a district, program and services are aligned and coordinated with support services.
- c. These services and programs are revised based on data review and staff/parental input to meet the needs of all our learners.

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

- a. Data analysis drives instruction and teachers have been trained in Data Review training meeting to better understand and utilize data.
- b. Teachers have also received training on NWEA Assessment and Reports in order to drive instruction as well as share this information with families.
- c. Elementary classroom teachers have been trained in DRA as well as other district-wide initiatives such as Daily 5, Café, Touch Math, Thinking Maps, Math Menu, etc.
- d. Support Staff/Title I also receives training on district initiatives
- e. Training for staff on Classroom Instruction that Works is a district-wide initiative for teachers on how to implement and reflect upon the best instructional practices to meet the needs of all learners.
- f. Staff meetings, Early Release Days and Professional Development/Learning Days provide additional opportunities for professional development.

Evaluation

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

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

- a. The implementation of the targeted-assistance program is evaluated throughout the course of the school year through the School Improvement process as well as during data review meeting and student support meetings.
- b. The staff evaluates student growth data (such as NWEA/MAP, DRA results) to determine what is and is not working and make necessary adjustments to programs and services.

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

- a. Annual Assessment results such as MEAP data as well as district-wide trimester assessment (NWEA/MAP) data is evaluated during staff and school improvement meetings as well as during data review meetings. Information is used to adjust classroom instructional practices. School Improvement Goals are determined by this data.

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

- a. A Multi-Tier System of Support (MTSS) identifies students who are struggling in general education curriculum and provides three tiers of intervention. At each of the three tier levels, structured support systems are put into place with research-based activities to help the teacher implement grade level curriculum. Students move fluidly throughout the process in order to best meet individual needs. Progress Monitoring occurs throughout the process in order to gauge the effectiveness of the program.
- b. Staff meetings, grade-level meetings, and data review meeting provide the opportunity to study Title I students' growth, subgroup data and achievement gaps between the highest and lowest performing students.
- c. Adjustments are made to the TA program based on analysis of data.

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

The Targeted Assistance program follows the following process to ensure the continuous improvement of all students:

Gather Study Plan Do Evaluate

- a. Gather: Information is gathered on student growth through both formative and summative assessments at the building, district and state levels.
- b. Study: The data gathered is studied for trends and instructional implications.

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- i. Chippewa Valley utilizes various "housing" sites in order to ensure the data is easily accessible and widely utilized. These sites include: NWEA, Data Director and MiSchoolData.
- ii. Information is shared with parents throughout the process
- c. Plan: Data drives instruction and assessment data is the basis for planning instruction and interventions.
- i. Training and professional learning opportunities are provided based on need and the best, research-based instructional practices.
- ii. All stakeholders (teachers, support staff, parents, etc.) provide insight and support for the plan development, implementation and evaluation.
- d. Do: The plan is implemented
- e. Evaluate: Review of subgroup and individual student growth data occurs in order to determine the plan's effectiveness and make modifications as needed.
- f. School and district improvement plans are built upon this continuous improvement process

2018-19 Goals and Plans Ottawa Elementary

Overview

Plan Name

2018-19 Goals and Plans Ottawa Elementary

Plan Description

SIP

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 will improve in math.	Objectives: 1 Strategies: 6 Activities: 24	Academic	\$31600
2	All students will improve in reading.	Objectives: 1 Strategies: 6 Activities: 24	Academic	\$24100
3	All students will feel safe and engaged at Ottawa Elementary School.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000

Goal 1: All students will improve in math.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/30/2024 as measured by spring state assessments..

Strategy 1:

Classroom Instruction that Works-Student Cooperative Learning - Teachers will systematically set the stage for students to learn with and from each other. Small group designation, interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: Mathematics

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Kagan Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All teachers will model and monitor the implementation of Kagan Activities.
Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	No Funding Required	All staff and students.
Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provided cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Implementation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$1800	Title II Part A	All instructional staff

Strategy 2:

Classroom Instruction That works-Non-linguistic Representation - Teachers will model and implement the use of graphic organizers to help students visually process, organize and retrieve information.

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Category: Mathematics

Research Cited: Bransford, Brown, and Cocking 1999

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to all staff.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2400	General Fund	All teachers will be trained in Classroom Instructions That Works.
Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk through, sharing of material during common prep, and display student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Evaluating of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.

Strategy 3:

Classroom Instruction That works-Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: Mathematics

Research Cited: Piolat, Olive, Kellogg, 2005

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2400	General Fund	One third of the staff has received professional development and another third will receive it in the coming year. After three years all of the staff will have received professional development.
Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	General Fund	All staff.
Activity - Monitoring of Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk through, sharing of material during common prep,	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Evaluating Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Reciprocal teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementa tion	Tier 1	Implement	09/01/2014	06/01/2024	\$0	General Fund	All staff
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Strategy 4:

Independent Instruction - Title One program specialist will work independently with students at their instructional level.

Category: Mathematics

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Person selected will be highly qualified and certified by the state of Michigan to work independently with students.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2024	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementa tion	Tier 2	Implement	09/01/2014	06/01/2024	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	Title One Program Specialist

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2024	\$0	No Funding Required	Title One Program Specialist and teachers.

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Strategy 5:

Individualize Education Plan - Resource room and/or teacher consultant will meet with parents and student study team to develop an individualized education plan.

Category: Mathematics

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment resource room/ teacher consultant will meet with student study team and parents and devise an individualized education plan identifying the academic needs of the student.	Academic Support Program	Tier 3	Getting Ready	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Individualize Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource room / Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.

Strategy 6:

Bridges in Mathematics - Ottawa Elementary will share ways to use Bridges materials to meet the diverse needs of all of its students

Category: Mathematics

Research Cited: Math Learning Center - Oregon

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive two days of professional development by Bridges trainers.	Professional Learning	Tier 1	Getting Ready	06/17/2014	06/01/2024	\$2000	General Fund	All teachers
Activity - Teaching with fidelity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide structure, problems and investigation and work places to learn	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2024	\$2000	General Fund	All teachers and support personal
Activity - Monitoring Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthroughs to observe Bridges strategies being taught and learned	Walkthrough	Tier 1	Monitor	09/02/2014	06/01/2024	\$0	General Fund	Administrator or working with the staff
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' growth will be assessed by NWEA three times a year.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2024	\$1000	General Fund	All staff

Goal 2: All students will improve in reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2024 as measured by spring state assessments..

Strategy 1:

Classroom Instruction That Works-Cooperative Learning - Teachers will systematically set the stage for students to learn with and from each other. Small group designation, interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: English/Language Arts

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2500	General Fund	All staff will be trained over three years.
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Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All teachers will model and monitor the implementation of turn and talk.

Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.

Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/09/2014	06/01/2024	\$0	General Fund	All staff and students

Strategy 2:

Classroom Instruction That Works-Non-linguistic Representation - Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.

Category: English/Language Arts

Research Cited: Bransford, Brown, and Cocking 1999

Tier: Tier 1

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and use graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.

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Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$0	General Fund	All staff
Activity - Evaluation of the use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	General Fund	Administrators will seek input from teachers and students.

Strategy 3:

Classroom Instruction That Works - Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: English/Language Arts

Research Cited: Piolat, Olive, Kellogg, 2005

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$800	General Fund	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.
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Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	General Fund	All staff.

Activity - Reciprocal Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$800	General Fund	All staff.

Activity - Monitoring Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.

Activity - Evaluation of Student Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	General Fund	All staff.
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Strategy 4:

Independent Instruction - Title One Specialists will work independently with students at their instructional level.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Person selected will be highly qualified and certified by the state of Mochigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2024	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Specialist will work with students who are not at grade level and have been identified needing supplemental instruction. Road to the Code, Road to Reading, iRead, Success Maker, or Journeys intervention program will be identified and utilized based on individual need.	Implementation	Tier 2	Implement	09/01/2014	06/01/2024	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2024	\$0	No Funding Required	Title One Program Specialist.

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2024	\$0	General Fund	Title One Specialists and teachers.

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Strategy 5:

Individualized Education Plan - Resource Room and/or Teacher Consultant will meet with parents and student study team to develop an individualized education plan.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment, resource room teacher/teacher consultant will meet with student study team, which included parents, and devise an individual education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource room/Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2024	\$0	No Funding Required	All staff.
Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room/Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2024	\$0	Special Education	All staff
Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2024	\$0	Special Education	All staff.

Strategy 6:

Journeys Reading Program - Teachers will begin teaching reading fluency and comprehension using this newly adopted program in the year 2017-2018.

Category: English/Language Arts

Research Cited: https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are in the process of receiving professional development. Pilot teachers are available to assist teachers with implementation of the program.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2024	\$0	General Fund	All teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students at their individual instruction level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2024	\$0	General Fund	All teachers
Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester, teachers will assess each student's reading level using assessments chosen by the district. K-2 students are assessed three times a year and 3-5 students are assessed twice a year using NWEA.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2024	\$0	General Fund	All teachers

Goal 3: All students will feel safe and engaged at Ottawa Elementary School.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive growth in Practical Living by 06/30/2024 as measured by SWIS data.

Strategy 1:

PBIS System - The system will promote positive behavior throughout the day and utilize incentives for target behaviors. Implementation roll out will be the beginning of the school year. All staff will be included to promote this strategy.

Category: School Culture

Research Cited: www.pbis.org

Tier: Tier 1

Activity - (GR) District Provided PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for PBIS	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/30/2024	\$1000	Title I Part A	All 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
Monitoring of Summarization	Administrative walk through, sharing of material during common prep,	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	All staff.
Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All teachers will model and monitor the implementation of turn and talk.
Evaluating Student Summarizing	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	All staff.
Individualized Education Plan	After assessment, resource room teacher/teacher consultant will meet with student study team, which included parents, and devise an individual education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2024	\$0	All staff.
Kagan Activities	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All teachers will model and monitor the implementation of Kagan Activities.
Use of Graphic Organizers	Teachers will model and use graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All staff.
Individualized Education Plan	The Resource room/Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2024	\$0	All staff.
Use of Graphic Organizers	Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All staff.

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Independent Instruction	Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2024	\$0	Title One Program Specialist
Monitoring of Graphic Organizers	Administrative walk through, sharing of material during common prep, and display student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	All staff.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	All staff.
Individualized Education Plan	After assessment resource room/ teacher consultant will meet with student study team and parents and devise an individualized education plan identifying the academic needs of the student.	Academic Support Program	Tier 3	Getting Ready	09/01/2014	06/01/2024	\$0	All staff.
Evaluating of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	All staff.
Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2024	\$0	Title One Program Specialist and teachers.
Monitoring Student Summarizing	Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	All staff.
Independent Instruction	Title One Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2024	\$0	Title One Program Specialist.
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2024	\$0	All staff.
Monitoring of Graphic Organizers	Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2024	\$0	All staff
Evaluating Cooperative Learning	Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	All staff and students.
Individualize Education Plan	The Resource room / Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2024	\$0	All staff.
Individualized Education Plan	Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2024	\$0	All staff.

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan to work independently with students.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2024	\$20000	Title One Program Specialist working with Ottawa staff.
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Mochigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2024	\$20000	Title One Program Specialist working with Ottawa staff.
(GR) District Provided PBIS Training	Training for PBIS	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/30/2024	\$1000	All staff

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Education Plan	Resource room/Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2024	\$0	All staff
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2024	\$0	All staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	All instructional staff will provided cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Implementation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$1800	All instructional staff

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluating Cooperative Learning	Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/09/2014	06/01/2024	\$0	All staff and students
Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$800	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.
Professional Development	All teachers will receive two days of professional development by Bridges trainers.	Professional Learning	Tier 1	Getting Ready	06/17/2014	06/01/2024	\$2000	All teachers
Reciprocal Teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$800	All staff.
Professional Development	Teachers are in the process of receiving professional development. Pilot teachers are available to assist teachers with implementation of the program.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2024	\$0	All teachers
Differentiated Instruction	Teachers will teach students at their individual instruction level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2024	\$0	All teachers
Reciprocal teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All staff

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Evaluation of the use of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	Administrators will seek input from teachers and students.
Evaluation of Student Summarization	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2024	\$0	All staff.
Professional Development	Professional development will be provided to all staff.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2400	All teachers will be trained in Classroom Instructions That Works.
Student Summarizing	Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All staff.
Independent Instruction	Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2024	\$0	Title One Program Specialist working with Ottawa staff.
NWEA	Students' growth will be assessed by NWEA three times a year.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2024	\$1000	All staff
Reading Comprehension	Each trimester, teachers will assess each student's reading level using assessments chosen by the district. K-2 students are assessed three times a year and 3-5 students are assessed twice a year using NWEA.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2024	\$0	All teachers

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Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2400	One third of the staff has received professional development and another third will receive it in the coming year. After three years all of the staff will have received professional development.
Teaching with fidelity	Teachers will provide structure, problems and investigation and work places to learn	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2024	\$2000	All teachers and support personal
Monitoring Implementation	Administrator will conduct walkthroughs to observe Bridges strategies being taught and learned	Walkthrough	Tier 1	Monitor	09/02/2014	06/01/2024	\$0	Administrator working with the staff
Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2024	\$0	Title One Specialists and teachers.
Professional Development	Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$0	All staff
Independent Instruction	Title One Specialist will work with students who are not at grade level and have been identified needing supplemental instruction. Road to the Code, Road to Reading, iRead, Success Maker, or Journeys intervention program will be identified and utilized based on individual need.	Implementation	Tier 2	Implement	09/01/2014	06/01/2024	\$0	Title One Program Specialist working with Ottawa staff.
Professional Development	The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2024	\$2500	All staff will be trained over three years.
Student Summarizing	Teachers will teach students the rule based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2024	\$0	All staff.