



School Improvement Plan

Shawnee Elementary School

Chippewa Valley Schools

Mrs. Sarah Simon, Principal
21555 Vesper Dr
Macomb, MI 48044-1378

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
Student Performance Diagnostic	
Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

Stakeholder Feedback Diagnostic

Introduction 22

Stakeholder Feedback Data 23

Evaluative Criteria and Rubrics 24

Areas of Notable Achievement 25

Areas in Need of Improvement 26

Report Summary 27

School Data Analysis

Introduction 29

Demographic Data 30

Process Data 32

Achievement/Outcome Data 34

Perception Data 41

Summary 44

School Additional Requirements Diagnostic

Introduction 46

School Additional Requirements Diagnostic 47

2016-2017 Shawnee School Improvement Plan

Overview 50

Goals Summary 51

Goal 1: All students at Shawnee Elementary School will be proficient in mathematics.....	52
Goal 2: All students at Shawnee Elementary School will be proficient in science.....	55
Goal 3: All students at Shawnee Elementary School will be proficient in social studies.....	56
Goal 4: All students at Shawnee Elementary School will be proficient in reading.....	58
Goal 5: All students at Shawnee Elementary School will be proficient in writing.....	60
 Activity Summary by Funding Source.....	 63

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Shawnee Elementary School is one of 12 elementary schools in the Chippewa Valley School District. Shawnee was built in Macomb, Michigan in 2002. We are located in a suburban community comprised of mainly single family homes. Shawnee stands as the largest elementary school of the district, servicing 860 students daily. Shawnee Elementary is a kindergarten through fifth grade public elementary school with 133 students in five sections of kindergarten, 133 students in 5 sections of first grade, 133 students in 5 sections of second grade, 141 students in 5 sections of third grade, 155 students in 5 sections of fourth grade and 164 students in 5 sections of fifth grade. Our enrollment is comprised of 85% white students, 5% Asian American, 4% Black / African American, 3% Multi-Racial, 3% Hispanic and less than 1% Hawaiian / Island Pacificer and American Indian. Shawnee currently has 7% of students who qualify for free and/or reduced lunch. Shawnee Elementary currently has a total of 75 employees on staff. Our principal and assistant principal help foster student learning, along with 30 general education teachers from kindergarten to fifth grade, 9 specials (art, music, gym, science and enrichment) teachers (5 full time and 4 who travel between buildings), 5 professionals that make up the ancillary team (speech pathologist, teacher consultant, psychologist, social worker and resource room teacher), 14 other staff members (4 crossing guards, 3 lunchroom monitors, 3 kitchen staff and 3 custodians), 4 clerical staff, 1 health aide, 2 reading paraprofessionals, and 2 bilingual paraprofessionals. Shawnee also provides before and after school childcare as a service to our families. Our licensed childcare program is run by a director and 8 staff. Shawnee families have an outstanding participation rate, for the past two years there has been approximately 97% at both fall and spring conferences and at least a 80% participation each year at the beginning of the year grade level curriculum nights.

School's Purpose

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

The vision of the Shawnee community is that all students will be respectful, responsible, and successful life-long learners. The mission of Shawnee Elementary is to provide a safe, nurturing environment that enables students to develop successful learning strategies through a quality instructional program. We believe that a successful school provides a safe, nurturing, and motivating learning environment for all students. We believe that an effective school involves students, parents, staff, and community working together. We believe that a quality instructional program meets the intellectual, physical, social, and emotional needs of all students. We believe that an effective faculty strives to learn and implement strategies that best enable all students to become life-long learners

Shawnee embodies its purpose through offering high-quality instruction consistently in every classroom. Teaching staff have been trained in research-based high leverage strategies such as: CITW (Classroom Instruction That Works) and Kagan Cooperative Learning Structures in an effort to boost student achievement. Staff prides itself in setting clear, consistent and high expectations for all students. A systematic Multi-Tiered System of Support (MTSS) has been put in place across all grade levels in order to reach the varying needs of our students. Additionally, Shawnee provides and maintains a safe and nurturing environment where all students and staff feel secure. Our school-wide Shawnee Star Expectations which are taught annually and reviewed throughout the year along with our Positive Behavior Intervention Support System (PBIS) creates a positive learning environment for our students.

Notable Achievements and Areas of Improvement

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

Shawnee Elementary has several notable achievements. The school has implemented a school-wide Multi-Tiered System of Support (MTSS) system this school year. Also, Shawnee has a school-wide Positive Behavior Interventions and Support System (PBIS), which promotes positive recognition when students follow the Shawnee Star Expectations. Additionally, Shawnee is proud of the strong parent commitment to the school and its purpose. Shawnee's student council comprised of student leaders has promoted numerous service based projects to help and give back to the community. One such example is our annual food drive for the Hope Center of Macomb where we donated over 1,000 pounds of canned goods and non-perishable items as well as volunteered our time to sort the food and stock shelves at the center. Another example is the Pasta for Pennies fundraiser to benefit the Leukemia and Lymphoma Foundation in which we have raised over \$11,000 and were recognized as the number 2 fundraising school in Michigan. Academically, Shawnee is one of the top performing schools in the district. We continue to perform above the district and state averages on standardized assessments.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination in June of 2016. The final determination includes the appropriate next steps for the system in response to these findings.

The following is an excerpt from the External Review Teams' Final Report to the district:

The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now" and SY 2016-2017

common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

At Shawnee, we are always looking for ways to improve. We plan to look for more ways to involve stakeholders in our school improvement process. We are also in the process of training all teachers in researched based strategies found in Classroom Instruction that Works (CITW). We are making plans to expand our MTSS program further and identifying additional interventions to offer our students.

Additional Information

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

We are proud of our school and all we have to offer our students. Shawnee offers many extra curricular activities and programs to enhance our curriculum.

School-wide Multi-Tiered System of Support (MTSS)

21 Century Classroom Technology

Evergreen Status Michigan Green School

DARE program

Science Olympiad Team

LEGO Robotics Team

LEGO Club

Green Team

Chess Club

Art Club

Running Club

Broadcast Club

Safety Patrol

Service Squad

Student Council

School-Wide Positive Behavior Interventions and Supports (PBIS)

Showcase of the Arts

Jump Rope Club

Scrapbook Club

Virtual Field Trips

Author in Residence Program

School-wide Spelling Bee

Talent Show

Grade Level Music Performances

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Staff, parents and students are surveyed. Parent participation in school improvement is encouraged and solicited through meetings, dialogue and surveys. All teachers are engaged in the school improvement process by selecting a goal committee to be a member of. Assessment, perception and achievement data are analyzed at staff meetings to guide our decisions and make improvements. Data is shared through newsletters, websites, SchoolMessenger notifications, email messages and at parent meetings. Meetings are scheduled during contractual staff meetings, professional development days and monthly PTO meetings.

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

Representation from every grade level, specials team and ancillary staff is on each goal group and standards group. Each group is responsible for the collection and analysis of data, reviewing research of best practices, and determining strategies to achieve the goal. Parents participate by giving feedback on surveys and during parent meetings. Future stakeholder forums will be held for parent input.

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

The overall school improvement plan is communicated by the school improvement chairs through the school newsletter, website and SchoolMessenger notifications. Additionally, each grade level creates a newsletter article to explain how the school improvement plan is being implemented in their grade level. The progress of the school improvement plan is shared at staff meetings, monthly parent meetings, in bi-monthly newsletters, on the website and through SchoolMessenger notifications.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Shawnee Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on NWEA data in reading, math and science, Shawnee students are performing above the national norms for average RIT scores.

Currently based on 2015 Math NWEA data,

57% of Shawnee kindergarten students are at or above the norm

63% of Shawnee 1st grade students are at or above the norm

59% of Shawnee 2nd grade students are at or above the norm

53% of Shawnee 3rd grade students are at or above the norm

66% of Shawnee 4th grade students are at or above the norm

65% of Shawnee 5th grade students are at or above the norm

Currently based on 2015 Reading NWEA data,

56% of Shawnee kindergarten students are at or above the norm

59% of Shawnee 1st grade students are at or above the norm

66% of Shawnee 2nd grade students are at or above the norm

53% of Shawnee 3rd grade students are at or above the norm

58% of Shawnee 4th grade students are at or above the norm

59% of Shawnee 5th grade students are at or above the norm

Currently based on 2015 Science NWEA data,

66% of Shawnee 5th grade students are at or above the norm

Describe the area(s) that show a positive trend in performance.

When analyzing trend data from fall 2013 to fall 2015, we followed cohorts of students. It was noted average RIT scores in each grade level for reading, math, science and language were increasing.

Which area(s) indicate the overall highest performance?

When analyzing writing scores school wide, the area of IDEAS had the highest performance overall. This is based on a rubric that includes ideas, organization, style and conventions.

In regards to NWEA, science had 66% of students at or above the norm. However, this data is based only on a 5th grade test and not school wide data.

Looking at school wide data, Shawnee had the overall highest performance in the area of Math with 61% of all students being at or above the SY 2016-2017

norm.

Which subgroup(s) show a trend toward increasing performance?

We looked at gender for our subgroups and compared females to males using NWEA data for the Fall 2015 test. There were no noticeable gaps in achievement for reading or math.

In reading, the females are above the NWEA norms by an average of 3.5 points. The males scored on average, 1.3 points about the norm. Overall, the average RIT score for females was above the norm for each grade level. All the male average RIT scores in each grade level were above the norm with the exception of 3rd grade whose average RIT score was 2 points below the norm.

In math, on average, the females are above the NWEA norms by two points. The male subgroup scored on average of 3.5 points above the norm. Overall, both Shawnee boys and girls had an RIT average for all grade levels above the norm.

Between which subgroups is the achievement gap closing?

At this time, Shawnee Elementary School currently has no subgroups except for gender. There were no gaps identified when looking at achievement data between genders.

Which of the above reported findings are consistent with findings from other data sources?

We compared NWEA Math to our individual grade level school math assessments. The overall percentage of students at or above the norm according to the NWEA for the school is 61%. The overall percentage of students at Shawnee that were proficient or advanced according to the grade level math assessments is 84% which is consistent with Math being the subject with the highest percentage of students at or above the norm according to the NWEA..

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on NWEA data in reading, math and science, Shawnee students are performing above the national norms for average RIT scores. There are no areas below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

According to the 2015 NWEA Reading data, when comparing cohorts of students, there was an increase in the average RIT scores from year to year, however, the number of students who were at or above the norm decreased. This can be due to the fact that we do not have a school-wide reading program in place. Currently the district is researching possible reading programs to be implemented in order to address the gaps in the reading curriculum.

Which area(s) indicate the overall lowest performance?

When analyzing the Fall 2015 NWEA results, reading was our weakest area. As a school, 58% of all students were at or above the norm.

Which subgroup(s) show a trend toward decreasing performance?

We looked at gender for our subgroups and compared females to males using NWEA data for the Fall 2015 test. There were no noticeable gaps in achievement for reading or math. Furthermore, the only area that showed a slight decrease was in reading for 3rd grade males.

Between which subgroups is the achievement gap becoming greater?

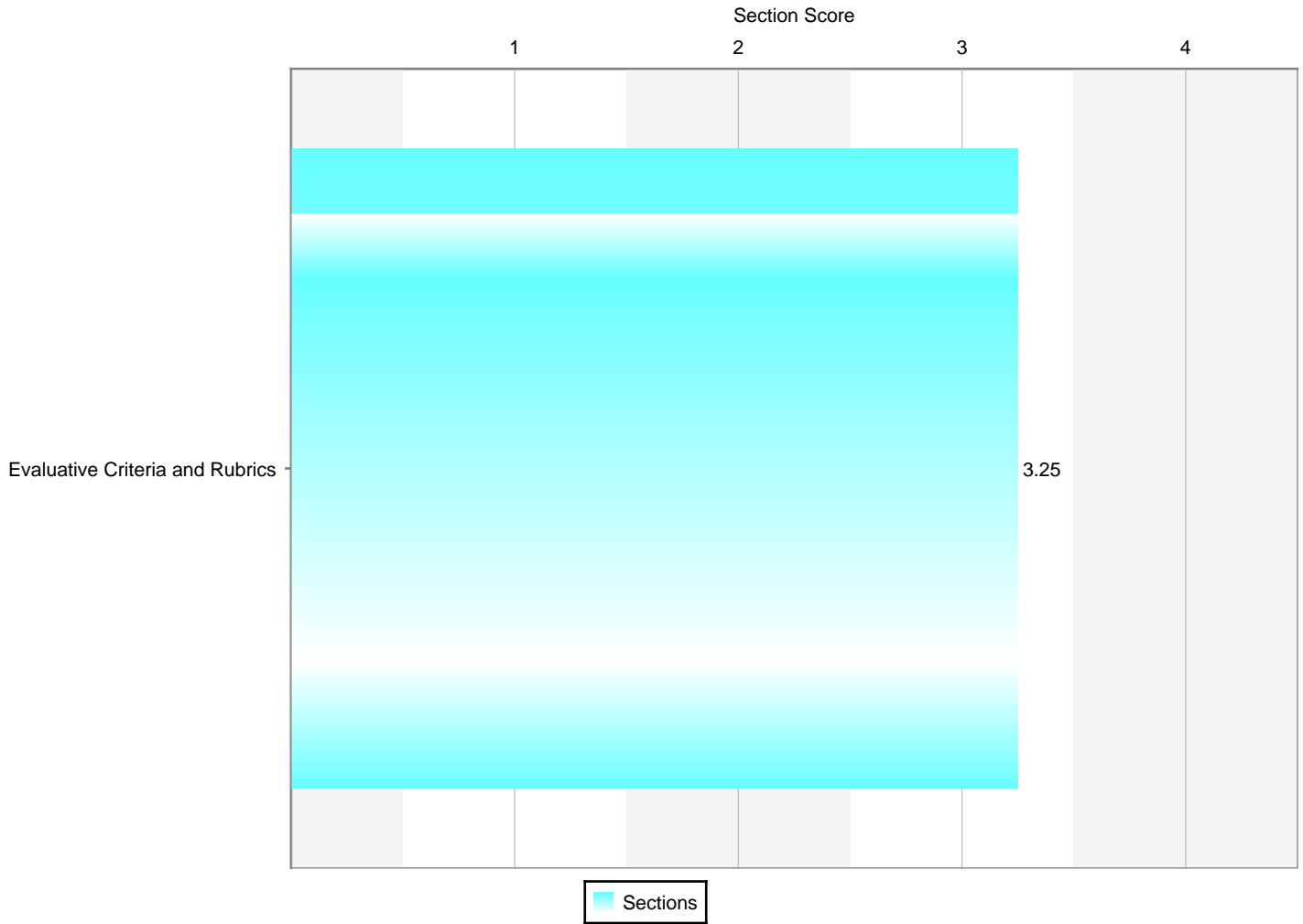
There were no noticeable gaps in achievement for reading or math. However, there was a slight decrease in reading for 3rd grade males. The gap has increased from the fall 2014 to the fall 2015. This might be due to the fact that we do not have a school-wide reading program in place. Currently the district is researching possible reading programs to be implemented in an effort to address the gaps in the reading curriculum.

Which of the above reported findings are consistent with findings from other data sources?

We compared NWEA Reading data to local assessments including the 3 Minute Assessment. Overall there was an increasing trend in student achievement with the 3 Minute Reading Assessment data.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to parents, Standard 5, using results for continuous improvement, showed the highest level of satisfaction.

Staff rated Standard 1, purpose and direction, as the highest level of satisfaction.

Both Early and Upper elementary students ranked Standard 1, purpose and direction, as the highest.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

When comparing 2013 survey data to the 2015 survey data, staff satisfaction increased the most for Standard 5, using results for continuous improvement. Elementary students rated Standard 2, governance and leadership, with the highest increasing level of satisfaction. Parent data can not be compared since there is no rating for 2013.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our survey results yielded positive results overall. Additional sources of feedback have been obtained via our Parent Teacher Organization which correlates positive results overall.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

According to parents, Standard 1, purpose and direction, showed the lowest level of satisfaction.

Staff rated Standard 3, teaching and assessing for learning, as the lowest level of satisfaction.

Early elementary students ranked Standard 3, teaching and assessing for learning, the lowest while upper elementary students ranked 5, using results for continuous improvement, as the lowest standard.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

When comparing 2013 survey data to the 2015 survey data, staff did not show a decrease with any of the standards. Early Elementary students rated Standard 3, teaching and assessing for learning, with a decreasing level of satisfaction while upper elementary students ranked Standard 2, governance and leadership, with a decreasing level of approval. Parent data can not be compared since there is no rating for 2013.

What are the implications for these stakeholder perceptions?

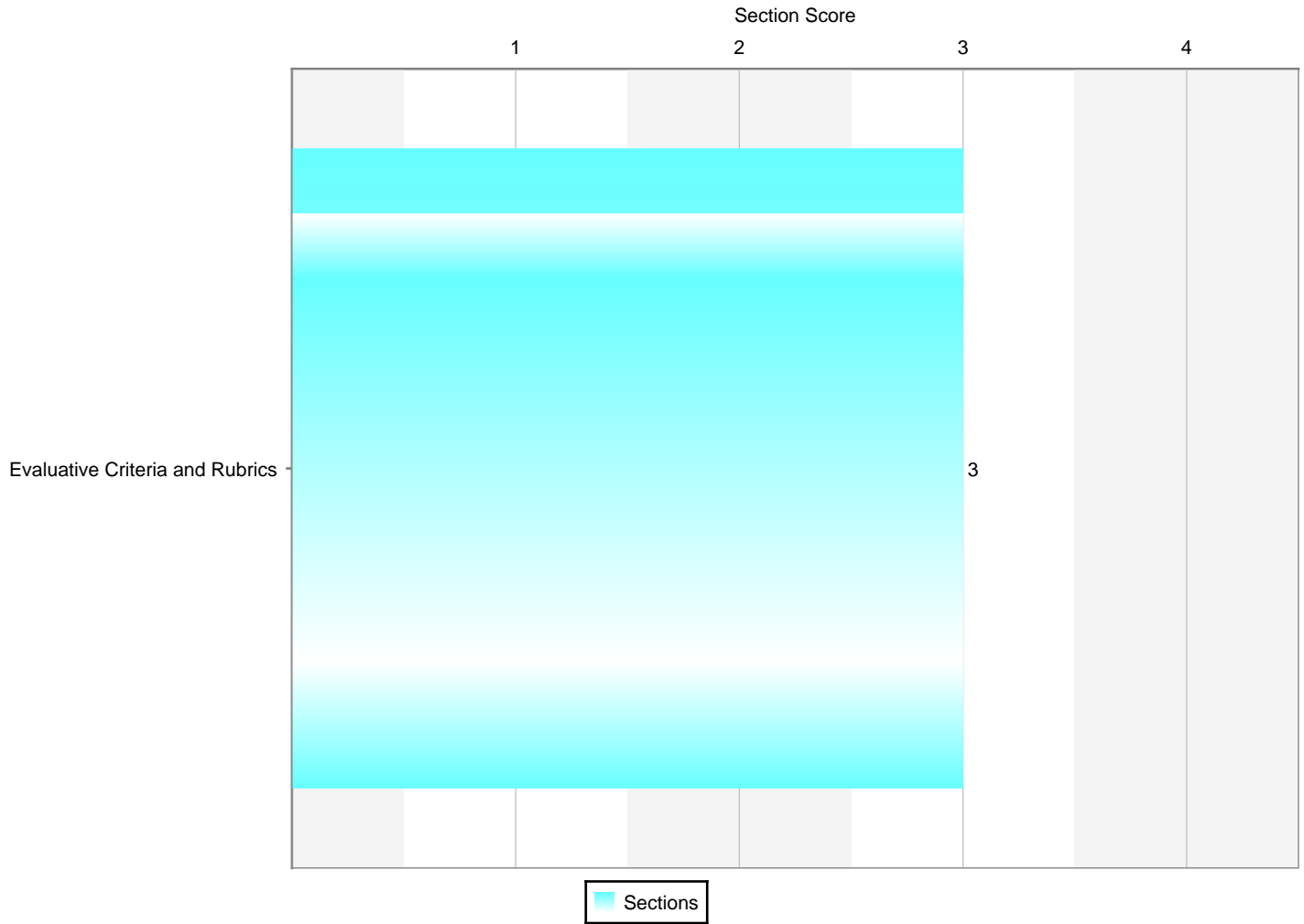
The growth of satisfaction far out weighs the small margin of student disapproval therefore we will continue to monitor results to see if there is a decrease that warrants change.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We do not have any additional stakeholder feedback that supports or disproves the current findings.

Report Summary

Scores By Section



School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Due to Shawnee's large student enrollment, we are challenged by physical space.

Student Demographic Data

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

We have made teachers mobile and use non-traditional spaces to provide instruction.

Student Demographic Data

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

According to PBIS data the majority of our discipline issues are during unstructured times such as standing in line or at recess.

Student Demographic Data

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

The social worker is utilized as well as bilingual paras to help student needs.

Teacher/School Leader(s) Demographic Data

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

The experience level of the teaching staff has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The experience level of the teaching staff has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

There was little impact on student achievement when teacher leaders attend professional development. Teaching and learning still take place in the absence of the teacher.

Teacher/School Leader(s) Demographic Data

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

There was little impact on student achievement when teacher leaders attend professional development. Teaching and learning still take place in the absence of the teacher.

Teacher/School Leader(s) Demographic Data

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

There are no specific challenges at this time. Shawnee recognizes leadership qualities within staff members and taps into their abilities to benefit the school and staff and provides teacher leaders opportunities to exhibit their leadership skills.

Process Data

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

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

Standard 2, governance and leadership as well as standard 5, using results for continuous improvement.

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

Standard 1, purpose and direction.

12. How might these challenges impact student achievement?

The purpose and direction needs to be clear and defined in order to have the most valued impact on student achievement.

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

A consistent yearly review of the school's mission, vision and belief statements by all stakeholders will be completed and documented through staff meeting agendas.

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

This is ensured through IEP's and 504 plans

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

The Summer Success Program is available to any student. However, students scoring below the 25th percentile on the NWEA reading assessment in grades kindergarten through 5th grade were offered a Summer Success scholarship.

Students with an IEP are considered for extended learning opportunities such as tutoring.

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

Students who scored below the 25th percentile on the Reading NWEA Assessment were identified to receive a scholarship for the Summer Success Program. Parents were notified with a letter sent home from the school with the registration application.

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

With the new Math Bridge's program, each grade level has a pacing guide to follow which included topics and standards. The district is working towards creating grade level and subject area curriculum maps.

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

Not applicable

Achievement/Outcome Data

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

19a. Reading- Strengths

Strengths based on Winter NWEA Reading scores:

Grades Kindergarten-2nd grade: language and writing

Grades 3-5: Informational Text

Strengths based on Spring NWEA Reading scores:

Grades Kindergarten-2nd grade: language and writing

Grades 3-5: Informational Text

19b. Reading- Challenges

Challenges based on Winter NWEA scores:

Kindergarten-2nd grade: Literature and informational

3rd-5th grade: Foundational skills and vocabulary

Challenges based on Spring NWEA scores:

Kindergarten-2nd grade: Foundational Skills

3rd-5th grade: Literature

19c. Reading- Trends

Trends based on past two years of Winter NWEA Scores

Kindergarten-2nd grade: overtime strengths remain to be language and writing while the weakness continues to be literature and informational text.

3rd - 5th grade: overtime strengths continue to be informational while the weakness remains foundational skills and vocabulary.

19d. Reading- Summary

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

Reading challenges will be addressed through our School Improvement Plan. This will include continuing the use of CITW strategies and implementing MTSS.

20a. Writing- Strengths

Our local writing assessment results indicate that informational writing is a strength. The average score was a 1.8 for kindergarten through fifth grade on a scale of 1-4 with 1 being the best. The areas of style and conventions scored the best in all three genres of writing (personal narrative, opinion and informational).

20b. Writing- Challenges

Our data shows that organization and ideas are difficult for students.

20c. Writing- Trends

Since we used MEAP writing scores in the past and students did not take the MEAP test this year, we could not compare that data.

20d. Writing- Summary

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

The use of CITW strategies as part of our School Improvement Plan will help improve the areas of ideas and organization.

21a. Math- Strengths

Strengths based on Winter NWEA Assessment scores:

Kindergarten - 2nd Grade: Numbers and Operations and Algebraic Thinking.

3rd - 5th Grade: Numbers and Operations and Algebraic Thinking

Strengths based on Spring NWEA Assessment scores:

Kindergarten - 2nd Grade: Numbers and Operations and Algebraic Thinking.

3rd - 5th Grade: Geometry

21b. Math- Challenges

Shawnee's overall challenge area is in Measurement and Data.

21c. Math- Trends

Through data analysis we have not noticed a consistent trend in our data. It is possible that this lack of trend data could be due to a change in the math program. As we continue to implement our new math program we will look for trends in the data.

21d. Math- Summary

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

We are hoping through the adoption of our new Bridges Math Program that we will see improvement in our areas of weakness, especially in the areas of measurement and data.

22a. Science- Strengths

K-4 local assessment

All grade level means increased from fall to spring.

5th NWEA

Had a 5 point average RIT score increase (204.5 to 208.1). This Mean RIT score is higher than the district norm and grade level norm for all 5th grade students taking this test. Physical science was a strength.

22b. Science- Challenges

K-4 Local Assessment

It is difficult to determine specific challenges due to our pre-built reports.

5th NWEA

Life science is the weakest area.

22c. Science- Trends

Kdg-

Fall 2015- Life Science strongest/ Earth science weakest

Spring 2016- Life Science strongest/ Inquiry weakest

1st-

Fall 2015- Inquiry Science strongest/ Earth Science weakest

Spring 2016- Earth Science strongest/ Physical Science weakest

2nd-

Fall 2015- Inquiry Science strongest/ Life Science weakest

Spring 2016- Inquiry Science strongest/ Life Science weakest

3rd Grade

Fall 2015- 51% mean

Spring 2016- 74% mean

4th Grade

Fall 2015- 56% mean

Spring 2016- 64% mean

5th Grade

Fall 2015- mean RIT score 204.5

Spring 2016- mean RIT score 208.1

22d. Science- Summary

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

We will meet with goal chairs to re-evaluate the format of the local assessments for grades 3-5.

23a. Social Studies- Strengths

K-5 local assessment

All grade level means increased from fall to spring.

23b. Social Studies- Challenges

K-5 Local Assessment

It is difficult to determine specific challenges due to our pre-built reports.

23c. Social Studies- Trends

Kdg-

Fall 2015- Government strongest/ Geography weakest

Spring 2016- Government strongest/ no weakest

1st-

Fall 2015- Civics strongest/ Economics weakest

Spring 2016- Civics strongest/ Economics weakest

2nd-

Fall 2015- Civics strongest/ History weakest

Spring 2016- Civics strongest/ Economics weakest

3rd Grade

Fall 2015- 55% mean

Spring 2016- 86% mean

4th Grade

Fall 2015- 47% mean

Spring 2016- 56% mean

5th Grade

Fall 2015- 43% mean

Spring 2016- 75% mean

23d. Social Studies- Summary

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

School Improvement Plan

Shawnee Elementary School

We will meet with goal chairs to re-evaluate the format of the local assessments for grades 3-5 in an effort to ensure that our assessments provide us with useful data.

Perception Data

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

24a. Student Perception Data

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

Students feel safe at school and feel like their teachers care about them.

24b. Student Perception Data

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

Some students indicated that they were not being treated fairly by their peers.

24c. Student Perception Data

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

We will continue to maintain our Postive Behavior Interventions and Support (PBIS) program, collect data to monitor it and look for ways to improve it. We have a PBIS committee comprised of building staff that meets regularly to discuss our PBIS program and changes or additions that we would like to make to it.

25a. Parent/Guardian Perception Data

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

Parents felt their students were safe at school. Only a few parents mentioned that they felt the parking lot was unsafe due to the behaviors of other parents.

25b. Parent/Guardian Perception Data

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

They would like a parking lot that has a better traffic flow pattern. They also feel that there are too many kids that go to the school.

25c. Parent/Guardian Perception Data

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

Staff members will continue to communicate safety procedures in the parking lot through school newsletters, emails and announcements.
Staff members will continue to monitor the parking lot.

26a. Teacher/Staff Perception Data

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

Staff members feel that they are given the materials they need to teach effectively.

26b. Teacher/Staff Perception Data

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

Teachers and staff feel they would like to increase group cohesion. They would like more time to collaborate.

26c. Teacher/Staff Perception Data

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

The actions that will be taken are staff meeting time will be designated for teacher collaboration and group cohesion activities.

27a. Stakeholder/Community Perception Data

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

Stakeholders agree that students are safe at school and that teachers have the resources necessary to instruct.

27b. Stakeholder/Community Perception Data

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

Stakeholders would like a more efficient traffic flow pattern in our parking lot.

27c. Stakeholder/Community Perception Data

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

The parking lot will be monitored regularly to ensure student safety and the most efficient traffic flow pattern possible for the layout of our parking lot. Additionally, reminders will be made to parents informing them of parking lot procedures through newsletters and emails.

Summary

28a. Summary

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

In regards to strengths, Shawnee has consistently had good student achievement as well as a positive perception by students, staff, parents and community stakeholders. Challenges that Shawnee faces are the school's physical size and large enrollment numbers.

28b. Summary

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

Shawnee's large enrollment numbers have made formal process for data review as well as implementing a multi-tiered system of support a huge challenge for Shawnee. We have begun the process for data review and MTSS in reading this year and will need to continue to make adjustments in the future. Not having these systems in place in multiple subject areas may well have had a negative impact on student achievement data.

28c. Summary

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

We will be continuing to implement data review teams that will regularly review student assessment results in order to determine the best academic path for each student.

Regarding the multi-tiered system of support, the district will be providing training and resources to continue implementation in reading.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	Due to the changes in the state testing schedule, we do not have the necessary data to complete the AER at this time.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Russ Maranzano Intrim Assistant Superintendent of Human Resources 19120 Cass Ave. Clinton Twp., MI 48038 586 723-2092	

School Improvement Plan

Shawnee Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016-2017 Shawnee School Improvement Plan

Overview

Plan Name

2016-2017 Shawnee School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Shawnee Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
2	All students at Shawnee Elementary School will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	All students at Shawnee Elementary School will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	All students at Shawnee Elementary School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
5	All students at Shawnee Elementary School will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: All students at Shawnee Elementary School will be proficient in mathematics.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Mathematics by 06/15/2024 as measured by the Spring 2024 M-Step Assessment.

Strategy 1:

Math Curriculum and Instructional Alignment - The Math curriculum and teaching materials will be reviewed for alignment with Common Core Standads. Curriculum maps will be written for all grade levels using Rubicon Atlas. Teachers will be trained in how to align their teaching with grade level content curriculum maps. Teachers will also be provided training on how to create and use appropriate assessments--both formative and summative. Instructional staff will be trained to implement strategies including the 8 Common Core Mathematical Practices and designing rich mathematical tasks.

Category: Mathematics

Research Cited: Research Cited: Research Cited: ASCD EduCore website - <http://educore.ascd.org>

Common Core Standards Initiative - www.corestandards.org

Evenson, A., Mclver, M., Ryan, S. & Schwols, A. (2013) Common Core Standards for Grades K - 2 and 3 - 5 in ELA and Math. Alexandria, VA: ASCD

Kanold, T., Briars, D., Fennel, F. (2012) What Principals Need to Know about Teaching and Learning Mathematics. Bloomington, IN: NAESP/Solution Tree Pr

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math curriculum will be reviewed for alignment with Common Core Standards. Standards will be unpacked by grade level and along with program resources, be published as district curriculum maps. Teachers will be trained to use Rubicon Atlas curriculum maps and how to incorporate them with their instruction.	Technology , Professional Learning	Tier 1	Monitor	08/29/2016	06/21/2017	\$0	Title II Part A	Math council members, all instructional staff

Strategy 2:

Consistent implementation of high leverage instructional strategies in Mathematics - Consistent implementation of high leverage instructional strategies in Mathematics - The math curriculum and resources will be reviewed for alignment with Common Core State Standards. Curriculum mapping will take place at all grade levels in affected core areas. Resources and materials for core Mathematics will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

Category: Mathematics

Research Cited: Research Cited: Research Cited:

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades 3-5 in Math & ELA. Alexandria, VA ASCD

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013). Common Core Standards for Elementary Grades K-2 in Math & ELA. Alexandria, VA ASCD

School Improvement Plan

Shawnee Elementary School

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Math instructional practice to increase student engagement and learning. 74% of our teachers have been provided training over the past 3 years in CITW strategies through the Macomb ISD. The remaining teachers that have not been trained will be trained over 3 days throughout the 2015-2016 school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	\$0	Title II Part A	Building administrators, teachers

Strategy 3:

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

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 understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Category: Mathematics

Research Cited: Research

http://bridges1.mathlearningcenter.org/media/Annotated_Biblio_Bridges.pdf

Tier: Tier 1

Activity - Data Review- Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Shawnee Elementary School

Staff will use data to inform instructional decisions.	Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff
Activity - Professional Development-Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff
Activity - Coaching-Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff
Activity - Implement Bridges Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Bridges Math Program.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff
Activity - Data Review- Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data to ensure implementation with fidelity.	Communication, Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff
Activity - Grade Level Meetings-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Title II Part A	Instructional staff

School Improvement Plan

Shawnee Elementary School

Activity - Data Review-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use assessment data to evaluate the impact and success of the Bridges Program.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	\$0	Title II Part A	All instructional staff

Goal 2: All students at Shawnee Elementary School will be proficient in science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Science by 06/15/2024 as measured by the Spring 2024 M-Step Assessment.

Strategy 1:

Consistent implementation of high leverage instructional strategies - The Science curriculum and resources will be reviewed for alignment with Next Generation Science Standards (NGSS). Curriculum mapping will take place at all grade levels in affected core areas.

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Increasing Student Achievement-2nd Edition. ASCD/McREL

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Implementation of Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Other	Building administrators, instructional staff

Strategy 2:

Science Curriculum and Assessment Alignment - Curriculum maps will be developed for all grade levels and courses in Science. Consistent curriculum maps will ensure that all students receive required Science instruction. If the Next Generation Science Standards are adopted by the MDE, maps and course content will be aligned with them.

School Improvement Plan

Shawnee Elementary School

Category: Science

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Leaders in Science will work with teachers to develop grade level and course curriculum maps utilizing Rubicon Atlas. Teachers will be trained to use these maps with their instructional practices to ensure that both content and practices are vertically aligned.	Technology, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	Building Administrators, Curricular Council members, instructional staff

Activity - Common Assessments training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Next Generation Science Standards (NGSS) will be unpacked by grade level. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	Science Curriculum Council Members, Building administrators, instructional staff

Goal 3: All students at Shawnee Elementary School will be proficient in social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Social Studies by 06/15/2024 as measured by the Spring 2024 M-Step Assessment.

Strategy 1:

Consistent implementation of high leverage instructional strategies - The Social Studies curriculum and resources will be reviewed for alignment with Social Studies Standards. Curriculum mapping will take place at all grade levels in affected core areas.

Category: Social Studies

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Shawnee Elementary School

Research Cited: NCSS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

www.corestandards.org

Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Increasing Student Achievement-2nd Edition. ASCD/McREL

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

Activity - Training and Implementation of Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Social Studies instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	09/05/2016	06/21/2017	\$0	No Funding Required	Instructional staff, Building administrators

Strategy 2:

Curriculum and Assessment Alignment - Teachers will be trained to use Rubicon Atlas to create curriculum maps for Social Studies.

Category: Social Studies

Research Cited: SS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

NCSS (2010) National Curriculum Standards for Social Studies - a Framework for Teaching, Learning, and Assessment. Published by National Council of Teachers of Social Studies

www.corestandards.org

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level in Social Studies. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Technology , Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	Social Studies council members, instructional staff

School Improvement Plan

Shawnee Elementary School

Activity - Common Assessments Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the development of common and/or formative Social Studies assessments.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	Building administrators, Social Studies Curriculum leaders, instructional staff

Goal 4: All students at Shawnee Elementary School will be proficient in reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Reading by 06/15/2024 as measured by the Spring 2024 M-Step Assessment.

Strategy 1:

A Multi-Tiered System of Support (MTSS) for Reading - The reading curriculum and resources will be reviewed for alignment with Common Core Standards. Curriculum mapping will take place at all grade levels in affected core areas. Instructional staff will be trained to implement various reading strategies such as Close and Critical Reading and Guided Highlighted Reading. These strategies will be used across the curriculum. Resources and materials for core reading instruction will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

Category: English/Language Arts

Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

Beer, K., & Probst, R. (2013) *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann

Common Core Standards Initiatives www.corestandards.org

Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3 - 5 in Math & ELA*. Alexandria, VA ASCD

Tier: Tier 2

Activity - Purchase and Implement MTSS Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Shawnee Elementary School

School will purchase and implement consistent interventions among grade levels.	Academic Support Program, Technology	Tier 2		08/29/2016	06/21/2017	\$0	General Fund	Building administrators, instructional staff
Activity - Monitor Reading Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use Progress Monitoring tools to ensure all identified at-risk students make adequate progress.	Materials, Technology	Tier 2	Implement	08/29/2016	06/21/2017	\$0	Section 31a	Instructional staff
Activity - Instructional Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff members will attend professional development sessions that focus on Reading intervention strategies and programs to enhance student achievement.	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/21/2017	\$0	Other	Building administrators, instructional staff
Activity - Instructional Support Reading: At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Teachers, Intervention Specialists and Para-Educators will provide instructional support in literacy to identified At Risk and Bilingual students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/21/2017	\$0	Section 31a	At-risk teaching specialists, building administrators

Strategy 2:

Consistent implementation of high leverage instructional strategies in Reading - The reading curriculum and resources will be reviewed for alignment with Common Core Standards. Curriculum mapping will take place at all grade levels in affected core areas. Instructional staff will be trained to implement various reading strategies such as Close and Critical Reading and Guided Highlighted Reading. Resources and materials for core reading instruction will be reviewed along with intervention programs for Tier 2 and Tier 3 instruction.

Category: English/Language Arts

Research Cited: Afflerbach, P., Pearson, P.D., & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61,363-373.

Beer, K., & Probst, R. (2013). *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heineman.

Evenson, A., Mclver, M., Ryan, S., Schwols, A. (2013). *Common Core Standards for Elementary Grades 3-5 in Math & ELA*. Alexandria, VA ASCD

Tier: Tier 1

School Improvement Plan

Shawnee Elementary School

Activity - Training and Implementation of Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Reading instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Title II Part A	Building administrators, instructional staff

Strategy 3:

Curriculum and Assessment Alignment - Curriculum and Assessment will be aligned with Common Core Standards through Curriculum Mapping. Teachers will continue to develop common assessments.

Category: English/Language Arts

Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann.

Evenson, A., McIver, M., Ryan, S., Schwols, A. (2013) *Common Core Standards for Elementary Grades 3-5 in Math & ELA*. Alexandria, VA ASCD.

Tier: Tier 1

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Common Core Standards will be unpacked by grade level. Curriculum maps for the teaching of Reading will be created and teachers will be trained to use them on Rubicon Atlas.	Curriculum Development, Technology	Tier 1		08/29/2016	06/21/2017	\$0	Title II Part A	Building administrators, instructional staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the development of common assessments.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	Building administrators, instructional staff

Goal 5: All students at Shawnee Elementary School will be proficient in writing.

Measurable Objective 1:

School Improvement Plan

Shawnee Elementary School

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Writing by 06/15/2024 as measured by the Spring 2024 M-Step Assessment.

Strategy 1:

Core Curriculum Writing - Instructional staff will use common rubrics by grade to assess student writing. These will be aligned with Common Core Standards. Teachers will increase the amount of informational and argument/opinion writing within their lessons. Writing strategies will be incorporated across the curriculum.

Category: English/Language Arts

Research Cited: ASCD Education Update: Improving Student Writing Through Formative Assessments, Volume 54: Number 2, February 2012.

National Council of Teachers of English Writing Initiative: "What We Know about Writing: Key Research Concepts"

Calkins, L., Ehrenworth, M., Lehman, C. Pathways to the Common Core-Accelerating Achievement.(2012) Portsmouth, NH. Heineman

Evenson, A., Mclver, M., Ryans, S. Schwols, A. (2013) Common Core Standards for Elementary Grades K - 2 in Math and ELA. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Assessment development and in-service on	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current assessments and rubrics will be reviewed for alignment with the Core Standards. Teachers will be trained to create assessments, rubrics and writing prompts. Additional prompts will be developed for all levels that require informational, argument or opinion writing. Teachers will be in-serviced on incorporating this type of writing across the curriculum and utilizing Rubicon Atlas.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Title II Part A	ELA Curricular Council Members, instructional staff

Strategy 2:

Consistent implementation of high leverage instructional strategies in Writing - The Writing curriculum and resources will be reviewed for alignment with Writing Standards. Curriculum mapping will take place at all grade levels in affected core areas.

Category: English/Language Arts

Research Cited: Jacobs, H. (1997) Mapping the Big Picture - Integrating Curriculum and Assessment K - 12

Dean, C., Hubbell, E., Pitler, H., Stone, B., (2012) Classroom Instruction That Works - Researched-based Strategies for Increasing Student Achievement-2nd Edition. ASCD/McREL

Reeves, Douglas A. . (2010) Transforming Professional Development into Student Results. ASCD

Marzano, Robert J. (2003) What Works in Schools - Translating Research into Action. ASCD.

Tier: Tier 1

School Improvement Plan

Shawnee Elementary School

Activity - Implementation of Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	No Funding Required	Building administrators, instructional staff
Activity - Training and Implementation of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Title II Part A	Building administrators, instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Staff Training	Instructional staff members will attend professional development sessions that focus on Reading intervention strategies and programs to enhance student achievement.	Professional Learning	Tier 2	Getting Ready	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff
Implementation of Classroom Instruction That Works	Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching-Opportunity to Implement	All instructional staff will utilize math curricular leaders to engage in coaching of the Bridges Math Program.	Implementation, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/20/2017	\$0	All instructional staff
Common Assessments training	Next Generation Science Standards (NGSS) will be unpacked by grade level. Curriculum maps for the teaching of Science will be created and teachers will be trained to use them on Rubicon Atlas. Utilizing science curriculum maps, teachers will be trained to develop common grade level assessments. Data will be collected to monitor the effectiveness of instruction on student achievement in Science.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Science Curriculum Council Members, Building administrators, instructional staff

School Improvement Plan

Shawnee Elementary School

Training and Implementation of Classroom Instruction	Teachers will implement CITW strategies into their Math instructional practice to increase student engagement and learning. 74% of our teachers have been provided training over the past 3 years in CITW strategies through the Macomb ISD. The remaining teachers that have not been trained will be trained over 3 days throughout the 2015-2016 school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	\$0	Building administrators, teachers
Common Assessments Training	Teachers will be trained in the development of common and/or formative Social Studies assessments.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Building administrators, Social Studies Curriculum leaders, instructional staff
Data Review- Readiness	Staff will use data to inform instructional decisions.	Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	All instructional staff
Curriculum Mapping	Curriculum Leaders in Science will work with teachers to develop grade level and course curriculum maps utilizing Rubicon Atlas. Teachers will be trained to use these maps with their instructional practices to ensure that both content and practices are vertically aligned.	Technology, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Building Administrators, Curricular Council members, instructional staff
Common Assessments	Teachers will be trained in the development of common assessments.	Curriculum Development	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff
Data Review-Evaluate	Staff will use assessment data to evaluate the impact and success of the Bridges Program.	Evaluation, Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/20/2017	\$0	All instructional staff
Training and Implementation of Cooperative Learning	Teachers will be trained in Kagan Cooperative Learning strategies.	Professional Learning	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff

School Improvement Plan

Shawnee Elementary School

Professional Development- Knowledge and Skills	Teachers will receive continued professional development in the Bridges Math Program.	Curriculum Development, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/20/2017	\$0	All instructional staff
Data Review- Monitor	Review data to ensure implementation with fidelity.	Communication, Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	All instructional staff
Curriculum Mapping	Literacy Common Core Standards will be unpacked by grade level. Curriculum maps for the teaching of Reading will be created and teachers will be trained to use them on Rubicon Atlas.	Curriculum Development, Technology	Tier 1		08/29/2016	06/21/2017	\$0	Building administrators, instructional staff
Grade Level Meetings-Monitor	Teachers will use grade level meeting time to discuss levels of implementation.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/20/2017	\$0	Instructional staff
Implement Bridges Program	Instructional staff will implement Bridges Math Program.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/20/2017	\$0	All instructional staff
Assessment development and in-service on	Current assessments and rubrics will be reviewed for alignment with the Core Standards. Teachers will be trained to create assessments, rubrics and writing prompts. Additional prompts will be developed for all levels that require informational, argument or opinion writing. Teachers will be in-serviced on incorporating this type of writing across the curriculum and utilizing Rubicon Atlas.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	ELA Curricular Council Members, instructional staff
Training and Implementation of Classroom Instruction	Teachers will implement CITW strategies into their Reading instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff
Curriculum Mapping	The Math curriculum will be reviewed for alignment with Common Core Standards. Standards will be unpacked by grade level and along with program resources, be published as district curriculum maps. Teachers will be trained to use Rubicon Atlas curriculum maps and how to incorporate them with their instruction.	Technology, Professional Learning	Tier 1	Monitor	08/29/2016	06/21/2017	\$0	Math council members, all instructional staff
Curriculum Mapping	Curriculum maps and pacing guides will be developed ensuring that content knowledge taught is consistent by grade level in Social Studies. Teachers will be trained to use Rubicon Atlas to create curriculum maps.	Technology, Professional Learning	Tier 1	Getting Ready	08/29/2016	06/21/2017	\$0	Social Studies council members, instructional staff

School Improvement Plan

Shawnee Elementary School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Reading Achievement	Schools will use Progress Monitoring tools to ensure all identified at-risk students make adequate progress.	Materials, Technology	Tier 2	Implement	08/29/2016	06/21/2017	\$0	Instructional staff
Instructional Support Reading: At-Risk	Certified Teachers, Intervention Specialists and Para-Educators will provide instructional support in literacy to identified At Risk and Bilingual students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Implement	08/29/2016	06/21/2017	\$0	At-risk teaching specialists, building administrators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training and Implementation of Classroom Instruction	Teachers will implement CITW strategies into their Social Studies instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	09/05/2016	06/21/2017	\$0	Instructional staff, Building administrators
Implementation of Classroom Instruction That Works	Teachers will implement CITW strategies into their Science instructional practice to increase student engagement and learning. All teachers that have not been trained will be trained over 3 days throughout the 2016-2017 school year.	Direct Instruction	Tier 1	Implement	08/29/2016	06/21/2017	\$0	Building administrators, instructional staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase and Implement MTSS Reading Intervention	School will purchase and implement consistent interventions among grade levels.	Academic Support Program, Technology	Tier 2		08/29/2016	06/21/2017	\$0	Building administrators, instructional staff