School Improvement Plan

Coleman Elementary School

Coleman Community Schools

Mrs. Cindy Araway, Principal
Coleman Elementary School
1010 Washington St.
Coleman, MI 48618

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2014-2015

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Coleman Elementary School is located in rural Midland County. The school district has lost population over the years. Approximately 12 years ago the district had 1100 students in three buildings, an elementary school, a middle school, and a high school. In 2007-2008 the sixth grade was added to the elementary school. The following year the middle school closed and the seventh and eighth grades were incorporated into the new Coleman Junior-Senior High School. As the economy declined the number of low income families moving into the district increased, taking advantage of the more affordable cost of housing in Coleman.   Even though the Census Poverty rate for Midland County is 13.8% Coleman has a Free and Reduced Meal program of over 59% participation.

   Approximately 75% of certified staff lives outside the school district while 25 % live in district. Almost 100 % of support staff resides in the district.

   The school mission statement has been revised.   The process involved input from a variety of stakeholder groups.

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.

Coleman Elementary staff believes that all students can learn. All students will show improvement in reading, writing, and math achievement which will impact achievement in other curricular areas. To that end students are evaluated and monitored over the course of the school year.   Students are administered benchmark tests three times a year using the DIBELS Next assessment and NWEA Map. Four times a year students are assessed in ELA and math. Reading and math assessments are given quarterly. An item analysis is provided as well as analysis of gender and economically disadvantaged.

 Teachers have been provided with analysis of the MEAP, NWEA,and DIBELS using the Golden Package, a product of Successline, Inc., for several years. Grade level teams are provided with detailed information and analysis questions to review the results which are then used to impact classroom instruction. Teachers are meeting monthly with writing and math consultants to increase familiarity with best practice and facilitate the transition to Common Core.

 CES has a variety of student support programs. We have a school social worker who works with students on a variety of topics including divorce, anger, and relationship issues. Remediation is in place for reading and math. Student supports include America Reads Volunteers from CMU, a content coach, an Instructional Consultation Team, and a number of Title 1 and At Risk funded staff members that provide individual or small group instruction for students.

 Community members sit on the District Improvement Team and the School Improvement Team. Parents are always invited to participate in PTO activities and attend Family Activity Nights. Classroom newsletters, progress reports, open house, classroom volunteers, conferences, and timely communication with parents are used to engage parents.

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.

One major challenge CES has faced in the last three years includes the transition to the Common Core. Teachers participate in professional development to align their instruction with student needs. A content coach position was created to assist in the transition to the Common Core. Bay Arenac consultants provide monthly support for teachers.
Another challenge is declining revenue and enrollment and allocating resources to areas of need.   The population of students qualifying as At Risk or socio-economically disadvantaged has increased. Paraprofessionals provide timely and additional support to students most in need based on data.

Over the past two years we have intentionally focused on changes in our delivery, expectations, and scoring in the area of writing. We have provided ongoing, consistent professional development for teachers, and we have begun schoolwide publishing at least three times each year. With this intentional focus has come positive energy and record growth in MEAP writing scores.

Additional Information

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

CES has many points of pride. Among them is our NCA accreditation, offering the Count Me In! disability awareness program to our students for the past fifteen years, Splash, which is a nutrition education program that includes an activity night, and our Accelerated Reader program. The media center has a large circulation. Accelerated Reader is used as a motivational tool to encourage students to read. Students are required to earn a minimum number of points each marking period. Students are rewarded each month for progress on their goal and surpassing the goal results in additional prizes and recognition. We have students active in school service projects ranging from Backpack Buddies, National Elementary Honor Society, Student Council, and Girls on the Run.
The PTO is active and provides extra-curricular activities and financial support for field trips, supplies, and other beneficial programs. Adult volunteers provide valuable support to students and teachers.

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.

We are in the process of rebuilding and retooling our stakeholder involvement program. This year we utilized staff meetings as well as grade-level team meetings and School Improvement Team meetings to gain input from faculty and staff. Our parent representatives were unable to attend our scheduled meetings, but they received updates on our work through email. They were welcomed to phone in during our meeting time with questions and concerns and respond via email with suggestions, etc. We are assessing our process to be able to include additional community and parental stakeholders. We have recently added a facebook page for our parent organization, called Coleman PTO, to keep all parents informed of upcoming events and updates.

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

Teachers - data analysis and recommendations for addressing identified needs
School Improvement Team - data analysis, recommendations for addressing identified needs, completion and submission of final plan
Parent - input regarding recommendations and expression of parent concerns
Board Member - input regarding recommendations and expression of parental/community concerns

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

Our School Improvement Plan will be available on our school website. In addition, it will be emailed to all faculty/staff members and teachers will participate in a SIP Scavenger Hunt during an upcoming faculty meeting. Copies of our written plan will be available to families during open house and parent/teacher conferences, and the plan will be discussed during our annual Title I Parent Meeting.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As student enrollment declined, so did the available funding for additional staff members. We have recently added certified teachers to our elementary staff because of an increase in enrollment.

How do student enrollment trends affect staff recruitment?

Staff members are hired to meet the needs of increasing enrollment.

How do student enrollment trends affect budget?

Available funding fluctuates with the increase or decrease in student enrollment.

How do student enrollment trends affect resource allocations?

Funds are allocated to areas where there are student needs.

How do student enrollment trends affect facility planning and maintenance?

Classrooms are being repurposed for current student needs.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement is high at the lower elementary level and tends to decrease in the upper elementary grades.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning continues to be a high priority with all staff.

What are the challenges you noticed based on the student enrollment data?

Some of our biggest challenges are the yearly changing numbers in enrollment as well as transient students.

What action(s) will be taken to address these challenges?

We will continue to meet the needs of our district's families by planning necessary remediation and/or interventions including ICT (Instructional Consultation Team), grade level meetings, curriculum coach support, and parent meetings.

What are the challenges you noticed based on student attendance?

We notice that there were problems with the attendance policy and we have rewritten a rigorous and detailed attendance policy, found on pages 6-7. This is a document in progress and we will continue to update it as needed.

What action(s) will be taken to address these challenges?

We are acquainting ourselves, as well as our parents, with the new attendance policy and realize that it may need to be revisited in the future. In addition, the Michigan Department of Human Services (DHS) will begin a school-based program at CES in Fall, 2014. DHS will place a Success Coach at CES who will assist in tracking student attendance, meeting with families who are experiencing attendance issues, and rewarding students for good attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The content area with our highest achievement is writing.

Which content area(s) show a positive trend in performance?

Fourth grade reading and math are showing upward trends.

Fourth grade writing scores are up 34%.

Seventh grade writing scores are up 4%.

In which content area(s) is student achievement above the state targets of performance?

Fourth grade is progressing closer to our AMO (Annual Measurable Objectives) in reading and math.

Fourth grade are well above our AMO in writing.

Sixth grade is approaching our AMO in social studies and are well above our AMO in reading.

Seventh grade is very close to our AMO in reading and have met the AMO target in writing.

What trends do you notice among the top 30% percent of students in each content area?

Being Economically Disadvantaged did not necessarily take the student out of the top 30% in each content area. In the content area of reading, boys are closing the gap. In fourth grade writing, both girls and boys are making significant gains due to the intentionality of teachers.

What factors or causes contributed to improved student achievement?

Teachers and paraprofessionals have attended a variety of professional development training. Teachers have intentionally concentrated on first good instruction in the classroom. In addition to the professional development teachers are taking a variety of strategies back into the classroom. Also, the paraprofessionals participate in ongoing training to best deliver interventions and/or remediation that have been put in place for individual students.

How do you know the factors made a positive impact on student achievement?

NWEA and DIBELS data reflect a positive impact on achievement.

Which content area(s) indicate the lowest levels of student achievement?

Students scores in science are the lowest achievement.

Which content area(s) show a negative trend in achievement?

Math currently shows a slight decline in achievement.

In which content area(s) is student achievement below the state targets of performance?

Third, fourth, fifth, and seventh grades fell below the AMO targets in reading. Grades 3-7 are below the AMO target in math. Fifth grade is below the AMO targets in science and sixth grade is below the AMO targets in social studies.

What trends do you notice among the bottom 30% of students in each content area?

Math is an area of concern.

What factors or causes contributed to the decline in student achievement?

Over the past few years we have added new teachers to our teaching staff, which may have temporarily affected student achievement scores. In addition, the change in state cut scores for proficiency, as well as the transition from GLCE's to the CCSS may currently reflect a decline in student achievement.

We also believe that we have a core instructional issue in the area of math. We are addressing this core instructional issue with different teaching strategies and interventions as well as a school-wide change in core instructional materials.

How do you know the factors made a negative impact on student achievement?

Higher expectations related to the Common Core State Standards and the cut scores have made an impact on our achievement scores.

What action(s) could be taken to address achievement challenges?

Changes in instruction have been addressed through a large quantity of ongoing, high quality professional development. Meeting the challenges of the commom core state standards has also been addressed through professional development.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

This year we have put multiple measures in place to assist in our efforts to close the achievement gap.

MEAP data indicates the following:

3rd grade reading-gender & economic disadvantage (ED)

6th grade reading-gender

7th grade reading-gender

4th grade writing-gender

7th grade writing-students with disabilities (SWD), ED

3rd grade math-gender, SWD

5th grade math-gender, SWD, and ED

5th grade science-ED

6th grade social studies-ED

How do you know the achievement gap is closing?*

MEAP data was analyzed.

What other data support the findings?

NWEA and local assessments

What factors or causes contributed to the gap closing? (Internal and External)*

Multiple teaching and intervention strategies have been put in place to support teachers and students.

How do you know the factors made a positive impact on student achievement?

Data is supporting this.

What actions could be taken to continue this positive trend?

Continue with academic support.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

• None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

• None

In what content areas is the achievement gap greater for these subgroups?*

Not applicable

How do you know the achievement gap is becoming greater?*

MEAP data was analyzed utilizing the Golden Package reports.

What other data support the findings?*

NWEA and local assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

student needs

How do you know the factors lead to the gap increasing?*

analyzing data

What actions could be taken to close the achievement gap for these students?*

Actions have been taken to close the gap. Multiple interventions and strategies have been put in place to support teachers and students. Writing and math consultants have worked with teachers monthly and the Content Coach is readily available to provide feedback as well as high quality job-embedded professional development.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Our student is doing as well or better as the school aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Individual student data is reviewed at least three times a year and decisions are made based on that data. All programs are available to any student who demonstrates a need addressed by that individual program.

How are students designated 'at risk of failing' identified for support services?

Teachers utilize achievement data and At-Risk factor information in order to identify students at risk of failing. Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in ELA or math are considered at risk. Pupils in grades 4-6 who did not achieve at least a level 2 on the most recent MEAP, or those hwo are in two or more risk categories are considered to be at risk.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We have teachers that provide tutoring help after school. The Big Brothers & Big Sisters program meets regularly in our building. During the summer months, we transfer our Accelerated Reader license to the public library to enable and encourage students to read and take Accelerated Reader tests. We also have a speech program that is available for six weeks during the summer.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	8.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

We have a school wide monthly newsletter. Several teachers have weekly or monthly updates. We have a district website that supplies information to parents and community members. Families whose students are eligible for the extended learning opportunities receive individual invitations as well as phone calls to invite them to participate in specific programs.

Label	Question	Value
	What is the total FTE count of teachers in your school?	21.6

Label	Question	Value
	How many teachers have been teaching 0-3 years?	6.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.6

What impact might this data have on student achievement?

Seasoned teachers bring experience and stability to our teaching staff. Newer teachers bring energy, new ideas, and enthusiasm, but inexperience can also bring less than adequate student achievement. Seasoned teachers may also provide some resistance to new teaching methodologies and change.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	103.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	111.0

What impact might this data have on student achievement?

Some of these absences are specifically related to improving instruction, and thus, would have a positive impact on student achievement. Others of these absences may negatively impact student achievement. In the absence of the regular classroom teacher the instruction presented may be of lesser quality and may not raise achievement as readily as that presented by the certified teacher.

Perception Data - Students

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

In my school my teachers want me to do my best work.
In my school my teachers want me to learn.

Which area(s) show a positive trend toward increasing student satisfaction?

Baseline data due to new survey format.

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

In my school my principal and teachers asks me what I think about school.
In my school students treat adults with respect.
In my school my principal and teachers asks my family to come to school.

Which area(s) show a trend toward decreasing student satisfaction?

Basline data due to new survery format,

What are possible causes for the patterns you have identified in student perception data?

Baseline data due to new survey format.

What actions will be taken to improve student satisfaction in the lowest areas?

We have a parent involvement plan as part of our Title 1 funding.
Principal and teachers will meet with students at grade level meetings to discuss adult and student concerns twice per year.
We will utilize the Positive and Productive Behavior Curriculum in our classrooms.

Perception Data – Parents/Guardians

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

Our school provides a safe learning environment.

Our school's purpose is clearly focused on student success.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Baseline data due to new survey format.

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

Our school offers excellent support services.

All of my child(ren)s teachers meet his/her learning needs by individualized instruction.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Baseline data due to new survey format.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Baseline data due to new survey

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Inform parents of the services that we do offer in our building.

Improve communications between parents and staff.

Perception Data – Teachers/Staff

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

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our schools leaders hold themselves accountable for student learning.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Baseline data due to new survey format.

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

All teachers in our school personalize instructional strategies and interventions to address individual needs of students.

All teachers in our school use a variety of technologies as instructional resources.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Baseline data due to new survey format.

What are possible causes for the patterns you have identified in staff perception data?

Baseline data due to new survey format.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

We adopt our curriculum and choose our instructional methods based on the common core state standards. If necessary, we select supplemental materials to meet the common core. Staff and administrators are involved in the decisions through staff meetings, curriculum team meetings and grade level meetings. We have parental involvement on the school improvement team. PTO is an organized group of involved parents who provide opinions and suggestions related to curriculum, instruction, and assessment. We provide our students with national, state, and local assessments. These assessments are constantly analyzed and updated to align with the common core state standards.

What evidence do you have to indicate the extent to which the standards are being implemented?

Monthly professional development is provided to help staff members implement the common core and help administration monitor its use. The results of national, state, and local assessments are analyzed by staff and administrators to evaluate our progress towards using best practices and meeting the common core state standards.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	NWEA map tests are administered three times each year in the areas of math and reading. In addition, math and English language arts are tested through the Michigan Educational Assessment Program (MEAP).	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The AER can be accessed at the Coleman Community Schools website under the elementary tab. The link is provided here: http://www.colemanschools.net/Page/691	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-6th grade building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-6th grade building.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Our Non-discrimination policy can be found on page 11 of the Student Handbook.	Non-discrimination Policy

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mary Pitchford, Superintendent 4823 N. Coleman Schools Drive Coleman, MI 48618 (989) 465-6060	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The School-Parent Compact is sent home prior to Fall parent-teacher conferences for parents to familiarize themselves with the compact. The compact is then signed by all parties during the parent-teacher conference.	School-Parent Compact

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The School Improvement Team, including our parent representatives analyzed multiple points of data including: MEAP, NWEA, DIBELS Next, quarterly assessments, report cards and multi-year data housed in the Golden Package.

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

The comprehensive needs assessment points to some improvements, but the data also demonstrates areas of need regarding necessary increases in student achievement. Data demonstrates improvements in the area of writing, but also demonstrates areas of need in math and reading comprehension.

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

MEAP, NWEA, quarterly assessments, publisher provided materials, and teacher made assessments are utilized to create goals connected to our priority needs of the needs assessment. We are addressing the need for a change in instructional practice through team meetings, coaching and regular work with content consultants.

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?

The goals are determined first based upon the needs of the whole school population. For instance, a core issue in math has been identified We then provide specific materials, strategies, and activities to address the identified need. Title 1 and At Risk Funding provides personnel and resources to meet the needs of children who are disadvantaged.

Component 2: Schoolwide Reform Strategies

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

The following strategies focus on improving instruction for all students:

Implementation of EngageNY, Writer's Workshop, Reader's Workshop, Daily 5 with CAFE, differentiated instruction, monthly professional development provided by content consultants (Math, Reading, and Writing),teachers use of MAISA writing and reading units.

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).

Implementing research based best practice will improve student achievement. Writer's Workshop, Reader's Workshop, Daily 5 and CAFE, differentiated instruction, IES Practice Guide for math, Instructional Consultation Team, are all methods that we utilize.

Engage NY is a newly adopted math program that meets the rigor of the CCSS and provides a ready resource for teachers as they make a shift in the presentation of math instruction. In addition teachers will support student mathematics skills and technology skills through the use of the online iXL math program.

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

The needs determined from the comprehensive needs assessment are addressed through the research based reform strategies. Professional development is provided monthly through literacy and math consultants, staff meetings, team meetings and coaching. Best practices are learned and modeled. Feedback is provided as teachers implement their new learning.

The implementation of strategies within Writer's Workshop, Reader's Workshop, Engage NY, and iXL math support student skill acquisition in reading and math which are two areas of largest need for CES students.

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.

Instructional Consultation Team, Curriculum support with Title I teacher, Title 1 paraprofessionals, At Risk paraprofessionals, and general education paraprofessionals provide strategies for Tier 1, 2 and 3 remediations..

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

Data is analyzed as assessment data is received. The analysis is more formal three times a year following the administration of NWEA and

DIBELS Next. Informal analysis is on-going by the classroom teacher and by grade level teams. Pre and post assessments are being created and implemented. Instruction is adjusted to meet the needs of the class and of the individuals based on the pre and post assessment results. In addition we are focusing on the role of formative assessment and working to make this a regular part of our instructional practice.

School wide data is also analyzed by the whole staff at faculty meetings and team meetings.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate is 0.

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

Six teachers have taught 0-3 years.

Seven teachers have taught 4-15 years.

Nine teachers have taught more than 15 years.

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

Our school participates in new teacher orientation and professional development, including the New Teacher Development program offered through Clare-Gladwin RESD. More experienced staff mentor new teachers the first three years of their career. Teachers are encouraged to become involved in decision making.

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

The district initiatives are the same as the school initiatives.

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?

NA

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 and the goals of the school improvement plan.

Monthly professional development is provided to the staff. Both a math and a literacy consultant provide this monthly opportunity. The literacy consultant's work emphasized MAISA writing units the past two years, with the emphasis now changing to reading workshop. The math consultant's work centered around good tasks and alignment of standards and materials. The professional learning next year will involve analyzing data and the implementation of Engage New York. Grade level team meetings will be utilized by teachers as we transition to Engage New York for math instruction. Professional development on assessment and feedback has been ongoing at faculty and team meetings. We will have Professional development implementing a reader's workshop approach.

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

The Bay Arenac consultants and content coach provide support through continuous professional development. Modeling and feedback is provided to teachers. Data is collected and analyzed. Professional development is flexible and is geared to meet the needs of the teachers implementing new skills.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The plan is attached in two different formats.	PD Plan 14-15 PD Plan from Advanc-Ed site

Component 6:   Strategies to Increase Parental Involvement

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

Parents are consulted concerning the schoolwide plan. They shared questions and concerns and continue to be an integral part of the planning proceess. Parent participation was garnered through open house, phone calls, email, and by sending copies of the draft of the improvement plan to those parents who agreed to participate in the process. These parents then provided written or verbal feedback to the school improvement team.

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

Parents are part of the school improvement committee. Their input is utilized to assess and improve services to CES students. Parent volunteers are also an integral part of providing additional services to struggling learners. Parent volunteers listen to students read aloud, provide supervision to small groups playing academic games, and assist students in completing work assigned by the classroom teacher.

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

Parent surveys compiled useful data. Parent feedback will be submitted and analyzed following parent engagement activities. CES has an active PTO.

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

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

CES is carrying out these activities by utilizing a parent compact encouraging parent engagement through various after school workshops which provide training. Parents can monitor student assignment in grades three through six. New in 2014-2015 is the addition of the Parent Resource Coordinator and Success Coach. These positions are intended to strengthen the relationship between school and family, assisting families in securing the resources that are necessary for success in school.

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

After each parent activity we will conduct simple surveys to gauge the effectiveness of the activity. We will evaluate the effectiveness of overall parental involvement based upon an increase/decrease in the number of families who attend activities as well as an uptick of student achievement for students in families impacted by the parental involvement plan.

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

The results will be analyzed by school personnel. Those results will be used to improve future activities and to determine continuation or cessation of activities.

8. Describe how the School-Parent Compact was developed.

The compact was developed based upon beliefs that aligning forces and energy in concert with parents will bring an increase in student achievement.

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

The compact is included in our parent/student handbook. In addition, parents have the opportunity to preview the compact before parent teacher conferences, and then they sign that compact in the presence of the teacher. At this time the compact is discussed and any problematic areas are discussed.

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

na

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

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

Written reports as well as oral communication are utilized to provide results to parents. Parents also have access to Parent Connect: an online grade recordbook used in grades 3-12.

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?

We enjoy a cooperative relationship with the Railway Family Center where the local preschools are housed. Transition IEPs are held for those preschool students who will be entering kindergarten during the net academic year. Parents/students are invited to Kindergarten Registration Night, Kindergarten Visit Days,and a Kindergarten Ice Cream Social. In addition, preschool students and their families are invited to participate in CES concerts, carnivals, and family nights.

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 Registration Night provides information to parents. A packet of activities and parent information is provided for preschool teachers and parents on Kindergarten Visit Days.

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?

A Leadership Team will be established based on the work of Mike White. This team will analyze schoolwide data and make informed recommendations to positively impact student achievement. Teachers are members of the School Improvement Team. Teachers have written their own quarterly assessments and have utilized publisher provided assessments. In addition, the teachers' union representatives are included in district-level decision making regarding which assessments will be administered and on what schedule.

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

Achievement data is analyzed formally three times a year at faculty meetings and team meetings by teachers, the content coach and principal. Ongoing analysis is conducted by teachers and teams of teachers. Exit tickets will be utilized in math and lessons will reflect the results of these exit tickets.

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.

Data from NWEA, quarterly assessments, and teacher made assessments will be utilized to determine students who need immediate teacher intervention and systematic group or individual remediation. Pretest and post tests will be part of the ongoing assessment for the improvement plan,

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?

Data is analyzed as assessment results become available. Interventions and remediation will be available to students based upon identified needs.

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

Teachers are providing first good instruction then providing instruction and practice at levels of individual needs. Data is analyzed to form small groups of like-need students who then utilize targeted practice to meet the needs as identified.

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.

General fund dollars are used for all school wide goals.. Title and At-Risk monies are used for those who qualify as indicated by data.

Title 1, Title 11, 31a At-Risk, and General funds do support the school wide program.

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.

Resources are aligned to ensure that all components of the schoolwide plan are met as indicated by the schoolwide plan.

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.

Administration and teachers work together to identify needs. The administration and Title Director then work with the School Social Worker and McKinney liaison to coordinate and integrate dollars from all available funding sources.

Evaluation:

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

Data from at least three assessments is analyzed from state and local assessments to evaluate effectiveness.

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.

Data is analyzed at staff meetings, at grade-level meetings, and by individual teachers. Local results are compared with similar districts and state norms.

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.

Gaps are analyzed to determine effectiveness. The Golden Package is utilized.

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?

Assessment results are analyzed in a timely fashion to ensure instruction is meeting all of our students needs.

2014-2015

Overview

Plan Name

2014-2015

Plan Description

School Improvement Plan

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	Students will demonstrate improved ability to read and comprehend both narrative and informational texts in all content areas.	Objectives: 2 Strategies: 5 Activities: 7	Academic	$64700
2	All students at Coleman Elementary School will become proficient writers in all content areas.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$49201
3	All students will demonstrate math proficiency.	Objectives: 2 Strategies: 3 Activities: 7	Academic	$7650
4	All students, staff and other stakeholders will be a part of positive learning environment	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$100

Goal 1: Students will demonstrate improved ability to read and comprehend both narrative and informational texts in all content areas.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in narrative and informational reading in English Language Arts by 06/05/2015 as measured by NWEA, state assessment and other school designed assessments.

Strategy 1:

Instructional Consultation Teams - The IC Facilitator has been through extensive training and continues to attend regional and state-wide support. Teachers request assistance through an established process that is part of the school culture. The facilitator and case manager work shoulder to shoulder with the classroom teacher to determine the best supports for the individual student or group of students or whole class. They generate a plan of action and monitor it with data. The case is closed when the students progress is deemed sustainable.

Research Cited: https://www.icattools.com/library/ICAT_AlignedServiceModel.pdf

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf#page=25

Tier: Tier 1

Activity - ICT Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ICT Team members will participate in weekly meetings where they will receive training to enhance their use of instructional strategies and communication skills. This will increase their ability to serve as a case manager as well as improve their own craft. Case managers will collaborate with requesting teachers to provide individualized professional development.	Academic Support Program	Tier 2	Implement	08/25/2014	06/05/2015	$1500	Title II Part A	Instructional Consultation Team

Strategy 2:

Reading Workshop - Teachers will continue to implement a workshop approach to reading instruction using Daily 5, Cafe, Maisa reading units and other best-practice instructional resources.

Research Cited: Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading

A study from the Harvard Educational Review links writing practice to the development of strong reading skills. It confirms what teachers have known all along -- that the more students write, the better they read.

Tier: Tier 1

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their learning of routines and structures of a workshop approach to literacy instruction	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$10000	Title II Part A	Principal and Content Coach

Activity - Quarterly Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise and administer common grade-level reading assessments to determine grade level readiness. Teachers will investigate available reading assessments and determine an implementation plan.	Monitor	Tier 1	Evaluate	08/25/2014	06/05/2015	$1000	General Fund	All classroom teachers

Strategy 3:

Reading Across the Content Areas - Classroom teachers will utilize close and critical reading skills across content areas providing content specific information while practicing reading skills.

Research Cited: Teaching Reading is Teaching Content, Michigan's Mission Literacy

Tier: Tier 1

Activity - Student Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members will require students to utilize close and critical reading skills in all curricular areas. Documentation of the use of close and critical reading skills will be placed in a data binder.	Implementation			08/25/2014	06/05/2015	$0	No Funding Required	All faculty and principal

Measurable Objective 2:

A 5% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade level reading in English Language Arts by 06/05/2015 as measured by NWEA, state assement, and local assessments.

Strategy 1:

Curriculum Support - Intervention strategies will target students deficit in reading skills as determined by assessment results for reading across all content areas. Our content coach will work with teachers in guided reading groups using informational texts that include science and social studies content. Strategy skills will build capacity for those students who need the lesson presented differently and then need more guided practice.

Research Cited: Improving Reading Comprehension in Kindergarten through 3rd Grade

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

Five recommendations for improving reading comprehension and provides strategies for implementing the

recommendations.

Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write and the ability to organize information into knowledge as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students reading.

http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=364

http://www.fcrr.org/FCRRReports/PDF/SixMinuteSolution.pdf

Tier:

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have professional learning in reading workshop in which differentiation is embedded in the practice. It will be followed up by grade-level team meetings with a coach to model and debrief with teachers.	Academic Support Program	Tier 2	Getting Ready	08/25/2014	06/05/2015	$1500	Title II Part A	Principal and Content Coach

Activity - Small group/Individual Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Paraprofessionals will be available to assist classroom teachers in providing additional instruction to students at-risk in the area of reading. This assistance may include but will not be limited to: working one-on-one with students, working with small groups, and working with large groups while the certified teacher instructs small groups of struggling readers.	Academic Support Program	Tier 2	Implement	08/25/2014	06/05/2015	$50000	Title I Part A	Classroom teachers, Content Coach, Title I Director, Principal, and Paraprofessionals

Strategy 2:

Take Home Reading Program - We will hold a parent night for parents of kindergarten students to introduce families to the We Both Read program. Parents will be provided with materials and directions for creating materials designed to practice developmental reading skills. The We Both Read books will be purchased and then checked out to students to use as at-home reading materials.

Research Cited: www.TreasureBayBooks.com -"Reviews and Research"

Tier:

Activity - We Both Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Invite targeted families of Kindergarten and 1st graders to a parent night where families will be assisted in creating materials to practice targeted beginning reading skills. Hold the parent night and introduce the We Both Read program and begin the checkout procedure for this take home reading program.	Parent Involvement	Tier 2	Implement	03/01/2015	06/05/2015	$700	Title I Part A	Content Coach Title I Director Kindergarten and 1st grade classroom teachers

Goal 2: All students at Coleman Elementary School will become proficient writers in all content areas.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grade level requirements in English Language Arts by 06/05/2015 as measured by state assessment, MAISA writing rubrics and local assessments.

Strategy 1:

Writing Workshop - Classroom teachers will utilize workshop based collaborative MAISA units. Teachers will implement these workshop based collaborative units in narrative, informational and opinion writing. Teachers will participate in scoring of writing pieces.

Research Cited: Units of Study K-2

http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf

Units of Study 3-5

http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will continue their work on MAISA writing units in their classroom. Content Coach will be available for modeling and training for ELA, Science and Social Studies. The informational and opinion pieces must reflect cross-curricular collaboration.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$20000	Title I Part A	Principal, and Content Coach

Activity - Paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Paraprofessionals will be available to assist classroom teachers in providing additional instruction and support to students at-risk in the area of writing across all content areas (math, science, and social studies). This assistance may include, but will not be limited to: working one-on-one with students, working with small groups, and working with large groups while the certified teacher instructs small groups of struggling writers. | Academic Support Program | Tier 2 | Implement | 08/25/2014 | 06/05/2015 | $26736 | Title I Part A | Building Administrator, Content Coach, Classroom Teachers, and Paraprofessionals |

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize thinking maps in writing lessons across the curriculum - specifically in science, social studies, and math. Training in the use of Thinking Maps to teach writing will be provided by the Content Coach on an as needed basis. This process uses David Hyerle's research on ways of thinking.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$0	General Fund	Diane Cauchy, Edwina Novak, and Amiee Servis

Activity - Writing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer interim assessments across all content areas (science, social studies, math, reading, and writing) to determine alignment with the Common Core State Standards. Writing assessments will be revised as necessary to align with the Common Core State Standards and to provide practice toward success on the Smarter Balance Assessments. Teachers will then utilize results from these common writing assessments to inform instruction.	Implementation	Tier 1	Implement	08/25/2014	06/05/2015	$665	Title I Part A	All grade level teachers

Activity - Walk-through Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will perform walk-through observations to document evidence of non-negotiables embedded in classroom instruction. These walk-throughs may be performed by the building administrator, another district administrator, a team of teachers, or a team of MCESA consultants.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$0	No Funding Required	Content Coach, Principal,Leadership team

Strategy 2:

Family and Community Engagement - Parents and students will be invited to attend a "Family Literacy Night" where activities and support will be modeled.

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Communicate with parents in a variety of ways including a school newsletter, curriculum night, Facebook, and School Messenger.	Community Engageme nt	Tier 1	Implement	08/25/2014	06/05/2015	$1800	Section 31a	Principal

Goal 3: All students will demonstrate math proficiency.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency at grade level in Mathematics by 06/05/2015 as measured by NWEA, State Assessment and local assessments.

Strategy 1:

Professional Learning - Teachers will provide evidence/research-based Math instruction to all students.

Research Cited: Alan Schoenfeld's Mathematics Assessment Project - UC Berkeley - shifting from passive teacher-lead instruction to mathematical discourse where

students must make sense of their own thinking

Curriculum and Evauation Standards for School Mathematics (1989) and Principals and Standards (2000) and the National Research Council's Adding It Up (2001)

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Staff training in Engage New York curriculum	Professiona l Learning	Tier 1	Implement	08/25/2014	06/01/2015	$50	Title II Part A	Content Coach and classroom teachers

Activity - Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Staff will engage parents to support student learning in math by offer parents opportunity to attend various sessions to become familiar with Engage NY. These opportunities with help parents understand and reinforce what is being taught in the classroom. Communication regarding math activities will continue throughout the school year.	Parent Involvemen t		Implement	08/25/2014	06/05/2015	$600	Title II Part A	Principal and Content Coach

Activity - Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

All math teachers will be fully knowledgeable of the 8 mathematical practices and will integrate these practices into their classroom instruction.	Implementation	Tier 1	Implement	08/25/2014	06/05/2015	$0	Title I Part A	All Mathematics Teachers, Content Coach and Principal

Activity - Common Quarterly Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise quarterly assessments to reflect common core state standards.	Monitor	Tier 1	Implement	08/25/2014	06/05/2015	$0	General Fund	Principal, Content Coach, Math Teachers

Strategy 2:

Math Support System - Staff will develop a strong system of support for students identified as needing additional time and assistance to meet learning standards in math.

Research Cited: The Differentiated Classroom by Carol Ann Tomlinson

UCLA's Institute for Democracy, Education and Access (2007) - Student-centered classrooms encourage discussions and help students make sense of their own thinking

Tier: Tier 2

Activity - Early Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will provide small group strategy lessons to identified students who need extra assistance. Lessons will be designed to close learning gaps based on formative and summative assessments.	Implementation	Tier 2	Implement	08/25/2014	06/05/2015	$5000	General Fund	Title I Staff

Activity - Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leadership Team will be monitor the implementation of all classroom mathematics instruction as well as Tier 2-3 interventions. The team will provide staff with feedback regarding implementation through modeling, coaching and other methods of support.	Academic Support Program	Tier 2	Monitor	08/25/2014	06/05/2015	$0	Title I Part A	Principal, Content Coach and other team members

Measurable Objective 2:

A 3% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade level standards in Mathematics by 06/05/2015 as measured by NWEA, State Assessment and local assessments.

Strategy 1:

Empowering Mathematicians - Teachers will differentiate instruction, based on student need. Students that are economically disadvantaged and students with disabilities, will receive support from interventionists and paraprofessionals. Individualized computer programs will be used to customize students' learning.

Research Cited: ies practice guide and Educational Leadership Sept. 2010 Even Geniuses Work Hard

Tier:

Activity - Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Coach will lead Professional Development on the growth mindset. Discussions and strategies about practices will occur at grade level meetings. Reflection and sharing will occur quarterly.	Professional Learning			08/25/2014	06/05/2015	$2000	Title I Part A	Principal, Content Coach, all Coleman Elementary staff

Goal 4: All students, staff and other stakeholders will be a part of positive learning environment

Measurable Objective 1:

collaborate to encourage positive relationships by 06/05/2015 as measured by perception surveys and interviews.

Strategy 1:

Success Coach - The success coach will work to train stakeholders in developing a welcoming environment. Creating a sense of belonging to our school community is at the core of this work.

Tier: Tier 1

Activity - Growth Mindset	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training in Carol Dweck's work on teaching the adults and students about a growth mindset vs a fixed mindset.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/05/2015	$0	Title I Part A	Principal and Content Coach

Activity - Power of a Positive Educator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
View the video. Engage in a facilitated discussion. Participate in activities outlined in the action steps from the video.	Professional Learning	Tier 1	Implement	08/27/2014	06/05/2015	$100	General Fund	Superintendent and building principal

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
Walk-through Observations	The leadership team will perform walk-through observations to document evidence of non-negotiables embedded in classroom instruction. These walk-throughs may be performed by the building administrator, another district administrator, a team of teachers, or a team of MCESA consultants.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$0	Content Coach, Principal,Leadership team
Student Close and Critical Reading	Faculty members will require students to utilize close and critical reading skills in all curricular areas. Documentation of the use of close and critical reading skills will be placed in a data binder.	Implementation			08/25/2014	06/05/2015	$0	All faculty and principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Training	Staff will engage parents to support student learning in math by offer parents opportunity to attend various sessions to become familiar with Engage NY. These opportunities with help parents understand and reinforce what is being taught in the classroom. Communication regarding math activities will continue throughout the school year.	Parent Involvement		Implement	08/25/2014	06/05/2015	$600	Principal and Content Coach
Reading Intervention	Teachers will have professional learning in reading workshop in which differentiation is embedded in the practice. It will be followed up by grade-level team meetings with a coach to model and debrief with teachers.	Academic Support Program	Tier 2	Getting Ready	08/25/2014	06/05/2015	$1500	Principal and Content Coach
Teacher Learning	Teachers will continue their learning of routines and structures of a workshop approach to literacy instruction	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$10000	Principal and Content Coach

ICT Process	ICT Team members will participate in weekly meetings where they will receive training to enhance their use of instructional strategies and communication skills. This will increase their ability to serve as a case manager as well as improve their own craft. Case managers will collaborate with requesting teachers to provide individualized professional development.	Academic Support Program	Tier 2	Implement	08/25/2014	06/05/2015	$1500	Instructional Consultation Team
Professional Learning Communities	Staff training in Engage New York curriculum	Professional Learning	Tier 1	Implement	08/25/2014	06/01/2015	$50	Content Coach and classroom teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practices	All math teachers will be fully knowledgeable of the 8 mathematical practices and will integrate these practices into their classroom instruction.	Implementation	Tier 1	Implement	08/25/2014	06/05/2015	$0	All Mathematics Teachers, Content Coach and Principal
Growth Mindset	Training in Carol Dweck's work on teaching the adults and students about a growth mindset vs a fixed mindset.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/05/2015	$0	Principal and Content Coach
Leadership Team	The School Leadership Team will be monitor the implementation of all classroom mathematics instruction as well as Tier 2-3 interventions. The team will provide staff with feedback regarding implementation through modeling, coaching and other methods of support.	Academic Support Program	Tier 2	Monitor	08/25/2014	06/05/2015	$0	Principal, Content Coach and other team members
Small group/Individual Intervention	Title I Paraprofessionals will be available to assist classroom teachers in providing additional instruction to students at-risk in the area of reading. This assistance may include but will not be limited to: working one-on-one with students, working with small groups, and working with large groups while the certified teacher instructs small groups of struggling readers.	Academic Support Program	Tier 2	Implement	08/25/2014	06/05/2015	$50000	Classroom teachers, Content Coach, Title I Director, Principal, and Paraprofessionals

Growth Mindset	Content Coach will lead Professional Development on the growth mindset. Discussions and strategies about practices will occur at grade level meetings. Reflection and sharing will occur quarterly.	Professional Learning			08/25/2014	06/05/2015	$2000	Principal, Content Coach, all Coleman Elementary staff
Writing Workshop	Classroom teachers will continue their work on MAISA writing units in their classroom. Content Coach will be available for modeling and training for ELA, Science and Social Studies. The informational and opinion pieces must reflect cross-curricular collaboration.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$20000	Principal, and Content Coach
Paraprofessional support	Paraprofessionals will be available to assist classroom teachers in providing additional instruction and support to students at-risk in the area of writing across all content areas (math, science, and social studies). This assistance may include, but will not be limited to: working one-on-one with students, working with small groups, and working with large groups while the certified teacher instructs small groups of struggling writers.	Academic Support Program	Tier 2	Implement	08/25/2014	06/05/2015	$26736	Building Administrator, Content Coach, Classroom Teachers, and Paraprofessionals
We Both Read	Invite targeted families of Kindergarten and 1st graders to a parent night where families will be assisted in creating materials to practice targeted beginning reading skills. Hold the parent night and introduce the We Both Read program and begin the checkout procedure for this take home reading program.	Parent Involvement	Tier 2	Implement	03/01/2015	06/05/2015	$700	Content Coach Title I Director Kindergarten and 1st grade classroom teachers
Writing Assessments	Teachers will administer interim assessments across all content areas (science, social studies, math, reading, and writing) to determine alignment with the Common Core State Standards. Writing assessments will be revised as necessary to align with the Common Core State Standards and to provide practice toward success on the Smarter Balance Assessments. Teachers will then utilize results from these common writing assessments to inform instruction.	Implementation	Tier 1	Implement	08/25/2014	06/05/2015	$665	All grade level teachers

General Fund

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

Quarterly Reading Assessments	Teachers will revise and administer common grade-level reading assessments to determine grade level readiness. Teachers will investigate available reading assessments and determine an implementation plan.	Monitor	Tier 1	Evaluate	08/25/2014	06/05/2015	$1000	All classroom teachers
Thinking Maps	Teachers will utilize thinking maps in writing lessons across the curriculum - specifically in science, social studies, and math. Training in the use of Thinking Maps to teach writing will be provided by the Content Coach on an as needed basis. This process uses David Hyerle's research on ways of thinking.	Professional Learning	Tier 1	Implement	08/25/2014	06/05/2015	$0	Diane Cauchy, Edwina Novak, and Amiee Servis
Common Quarterly Assessment	Teachers will revise quarterly assessments to reflect common core state standards.	Monitor	Tier 1	Implement	08/25/2014	06/05/2015	$0	Principal, Content Coach, Math Teachers
Power of a Positive Educator	View the video. Engage in a facilitated discussion. Participate in activities outlined in the action steps from the video.	Professional Learning	Tier 1	Implement	08/27/2014	06/05/2015	$100	Superinten dent and building principal
Early Intervention	Intervention Specialists will provide small group strategy lessons to identified students who need extra assistance. Lessons will be designed to close learning gaps based on formative and summative assessments.	Implementa tion	Tier 2	Implement	08/25/2014	06/05/2015	$5000	Title I Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Communication	Communicate with parents in a variety of ways including a school newsletter, curriculum night, Facebook, and School Messenger.	Community Engageme nt	Tier 1	Implement	08/25/2014	06/05/2015	$1800	Principal