



School Improvement Plan

East Leroy Elementary School

Athens Area Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We have completed the goals and plans in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The compliance officer met with the staffs and stakeholders to examine data and complete the needs assessment. Stakeholders were asked in addition to provide input. These results were compiled and entered into the report by the compliance officer.

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

The Title I Director, the school counselor and the classroom teachers all provide input into children who are at risk. Students who are measured as at risk by assessment data including classroom assessments, school assessments and state assessments are identified. Meetings are held on individual students to address the student needs and interventions to ensure students success.

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

Grades K-2

DIBELs, MLPP, Math Recovery screeners, classroom assessments, STAR Reading, Early Literacy Tests

Grades 3-5

DIBELs, MLPP, Math Recovery screeners, classroom assessments, STAR Reading and the M-STEP

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

Grades K-2

The Early Literacy Test, DIBELs, MLPP, Math Recovery screeners, classroom assessments, STAR Reading are used to identify at risk students. Students are monitored through these assessments to identify and implement interventions for these students. Collaboration between staff and parents is present in a process called the AT Risk meetings and the Child Study Process which includes implementing interventions for these students.

Component 2: Services to Eligible Students

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

Paraprofessionals and the Title I teacher provide assistance to these students inside and sometimes outside the classroom to help these students achieve success. This occurs in all 4 core academic areas.

Component 3: Incorporated Into Existing School Program Planning

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

These students are included in the school improvement planning process in the same way other students are. They need to reach the same goals. Also included in the improvement process are additional interventions such as parapro support or summer school to help them reach the goals.

Component 4: Instructional Strategies

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

Data driven instruction, parapro support, Title I teacher support, after-school programs, summer school and PD to increase teacher effectiveness.

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

Data driven instruction and PD to increase teacher effectiveness.

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

Parapros and the Title I teacher provide extended learning opportunities during the school day to students who are having trouble learning the curriculum. In addition, we provide summer school and after-school support for those students. These extended learning opportunities provide a quality accelerated curriculum by enabling these students to catch up to their peers.

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

The paraprofessionals are almost always in the general education classroom working with at risk students. The Title I Director and Compliance Officer ensure this by record keeping and observations.

Component 5: Title I and Regular Education Coordination

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

Both the general education teacher and the Title I director work with the paraprofessionals and direct their efforts in working with the students. We also supply supplemental instruction to ELL students

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

We do have a kindergarten visitation program that involves a one-day visit. In addition, however, we provide a Kindergarten Transition program right before school begins in the fall. Preschool teachers from Head Start, GSRP and etc. are present to help make the transition easier.

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

Staff will receive PD that is ongoing and sustained in the area of data collection and using data to drive instruction. PD will also be provided through a writing coach to help staff teach writing in a more effective way. In addition, there will be PD available in the other core areas to enable staff to improve their instruction.

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

We will provide PD in data collection, data processing and using data to drive instruction.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Some of our PD is schedule, but other PD is made available during the year and this is obviously not yet scheduled.	

Component 8: Strategies to Increase Parental Involvement

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

Parents are asked for input and provided with information. They also sign the compact if their child receives Title I support.

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

Parents sign the compact if their child receives Title I support and are kept informed of their student's progress.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Input from parents is taken into account in evaluation of the program.	

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

Parent involvement is important. We monitor all students and especially Title students with various school assessments including DIBELS, the Early Literacy Test, MLPP and Math Recovery. We work closely with parents and encourage them to work with their children. We supply them with the knowledge and materials in order to do so. Coordination with Head Start and GSRP is carried out through the building secretary and the Title I Director. All communication is put in non-educational language including staff-parent conferences and meetings. Written communication is provided through newsletters and our school website.

5. Describe how the parent involvement activities are evaluated.

We are also in the process of evaluating programs. Parent input and evaluation is considered essential. This valuable information is used to adjust our plans.

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

The school-parent compact was developed by the Title I Director and the Compliance Officer with input from staff and parents.

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

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

All of our staff are trained in communicating results to parents in easy to understand words. All written communication is reviewed by at least one other staff member to make sure that the communication is easy to understand.

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

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

The parent compact is used to reinforce what the school and what the parent responsibilities are regarding the student.

Component 9: Coordination of Title I and Other Resources

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

All programs are coordinated through our Child Study process. The Child Study staff is made up of general education, special education, At Risk and Title staff to ensure that everything is done in the best interest of the student.

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

We are a small school district with limited staff. In this instance the coordination and integration is easier than in a larger district. We wear multiple hats and so it is relatively easy to coordinate these programs.

Component 10: Ongoing Review of Student Progress

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

The progress of eligible students is monitored throughout the school year through various assessments. Meetings between the general education staff and Title Director are held periodically to assess the progress of students.

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

The targeted assistance program is under constant revision to meet the needs of eligible students. As students progress in the general curriculum, their instruction is changed based on their needs. Interventions are implemented based upon the assessments to monitor student growth.

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

Teachers and staff have been trained in PD to administer assessments and recognize students who are at risk as shown on the assessment. They have also been trained in PD to provide interventions to struggling students. PD has also been provided in teaching the academic standards.

Evaluation

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

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

The evaluation of the targeted assistance program is constantly be conducted and modifications are carried out based on the evaluations. At the end of every year the Title I Director and Compliance Officer evaluate all aspects of the program using input from assessments, parents and staff.

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

The M-STEP is a valuable tool to help evaluate the program and the success of the students. Students who perform poorly on the M-STEP are placed in the program. The M-STEP along with other data may indicate a student who no longer needs the assistance of the program.

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

All of the students in the program are monitored for academic growth. Students who are the furthest from achieving the standards are provided with more interventions. Progress in the curriculum of these students must be demonstrated or changes in the program must be made.

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

Student progress is monitored continually by the general education and Title staff to measure growth. If this growth does not occur, interventions are implemented and growth is continued to be monitored.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

These are the goals for 2019-20.

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 East Leroy Elementary will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$69837
2	All students at East Leroy Elementary will become proficient at Mathematics	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$24830
3	All students at East Leroy Elementary will become proficient writers	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$14000
4	All students at East Leroy Elementary will become proficient at science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$8480
5	All students at East Leroy Elementary will become proficient at Social Studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$3574
6	Improve Student Behavior	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2162
7	Increase Career Awareness	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at East Leroy Elementary will become proficient readers.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized tests in English Language Arts by 06/14/2021 as measured by by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - Teachers K-5 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively. This would include Using Illuminate DnA to individualize instruction, implementing Common Core in the English classroom, and the MCEC

Category: English/Language Arts

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively. This would include Using Illuminate DnA to individualize instruction, implementing Common Core in the English classroom, and the MCEC	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$1000	Section 31a	Colleen Swank and Walter Dubbeld

Activity - professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in technology to enable them to teach reading more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/12/2020	\$1500	Section 31a	Colleen Swank and Walter Dubbeld

Activity - Principal PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will participate in PD to improve reading instruction	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$100	Section 31a	Marin Taylor, Colleen Swank

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Activity - After School PD on Teaching reaching strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school PD will be provided to staff on teaching reading strategies. The book, "The Reading Strategies Book" will be used in this training.	Professional Learning	Tier 1		08/21/2019	06/11/2020	\$1600	Section 31a	Colleen Swank
Activity - Ortin-Gillingham Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the Ortin-Gillingham method of reading instruction and be able to share with the rest of the staff so they can improve their reading instruction.	Professional Learning	Tier 1		07/08/2019	06/11/2020	\$1295	Section 31a	Colleen Swank
Activity - Superintendent PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The superintendent will attend PD in order to better supervise and assist teachers in how to teach reading.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/12/2020	\$1000	Section 31a	Colleen Swank

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category: English/Language Arts

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$28915	Title IV Part A, Title I Part A	Colleen Swank and Walter Dubbeld
Activity - Reading Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading intervention program called Read Well for targeted students in K-1st grades will be implemented by teachers and paraprofessionals in small intervention groups.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$5000	Other	Colleen Swank
Activity - Homeless Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide supplemental support and interventions to homeless students by the Title I teacher and Title I paraprofessionals. The Title I teacher will direct the paraprofessionals with these interventions.	Academic Support Program	Tier 2	Implement	08/21/2019	06/11/2020	\$500	Title I Part A	Colleen Swank
Activity - Title Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I director will supervise Title paraprofessionals and monitor the interventions presented to students.	Academic Support Program	Tier 2	Implement	08/21/2019	06/11/2020	\$6052	Title II Part A	Colleen Swank

Strategy 3:

Family Night - A Family Night will be provided for families of targeted students K-3 to promote family bonding and assist parents with how to help their child(ren) with math and reading at home. Supplies will include food, games, and books.

Category: English/Language Arts

Research Cited: Marzano's Classroom Instruction that Works

Tier: Tier 2

Activity - Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Family Night will be provided for families of targeted students K-3 to promote family bonding and assist parents with how to help their child(ren) with math and reading at home. Supplies will include food, games, and books.	Parent Involvement	Tier 2	Getting Ready	08/21/2019	06/11/2020	\$22875	Title II Part A, Title I Part A	Colleen Swank and Marvin Taylor

Goal 2: All students at East Leroy Elementary will become proficient at Mathematics

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized Tests in Mathematics by 06/14/2021 as measured by scoring proficient on the MEAP and by district assessments.

Strategy 1:

Professional Development - Teachers in grades K through 5 will be trained in Math Recovery. Training will also be provided for 21 things 4 students Tech Boot Camp to help teachers use materials to teach math more effectively. Using Illuminate DnA to individualize instruction training will be provided.

Category: Mathematics

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

SY 2019-2020

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K through 8 will be trained in Math Recovery. Training will also be provided for 21 things 4 students Tech Boot Camp to help teachers use materials to teach math more effectively. Using Illuminate DnA to individualize instruction training will be provided.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$1330	Section 31a	Colleen Swank and Walter Dubbeld

Activity - training in technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in technology to enable them to teach math more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$500	Section 31a	Colleen Swank and Walter Dubbeld

Activity - Superintendent PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent will attend PD in order to better supervise and assist teachers in how to teach math. This will include MASA, MACUL and New Superintendent Mentoring.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$1000	Section 31a	Colleen Swank

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category: Mathematics

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$22000	Title I Part A	Colleen Swank and Walter Dubbeld

Goal 3: All students at East Leroy Elementary will become proficient writers

Measurable Objective 1:

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80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized tests in English Language Arts by 07/01/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments .

Strategy 1:

Professional Development - All teachers will have the opportunity to learn how to teach writing in their own core areas and how to use John Collins and writing to learn across the curriculum.

Category: English/Language Arts

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to learn how to teach writing in their own core areas and how to use John Collins and writing to learn across the curriculum. Teachers will be trained in technology to enable them to teach writing more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$0	No Funding Required	Colleen Swank and Walter Dubbeld

Activity - writing coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A writing coach will help teachers be able to provide better writing instruction.	Professional Learning	Tier 1	Getting Ready	08/21/2019	06/11/2020	\$0	No Funding Required	Marvin Taylor

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$14000	Title I Part A	Colleen Swank and Walter Dubbeld

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Strategy 3:

Implement writing to learn and writing across the curriculum - By implementing writing to learn and writing across the curriculum, students will improve their writing skills and abilities.

Category: English/Language Arts

Research Cited: John Collins, Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Implement writing to learn and writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the opportunity for students to write in all of their classes and use writing to learn more frequently. Administrators will monitor this by classroom observation, lesson plans, student samples and by reviewing the required monthly documentation form.	Direct Instruction	Tier 1	Implement	08/21/2019	06/11/2020	\$0	No Funding Required	Walter Dubbeld, Joe Huepenbecker

Goal 4: All students at East Leroy Elementary will become proficient at science

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized tests in Science by 06/14/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - Teachers will have the opportunity to attend professional development in how to teach science to students.

Category: Science

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to attend professional development in how to teach science to students. This would include training in the Battle Creek Math and Science Center Kits and Young Problem Solvers. Teachers will be trained in technology to enable them to teach science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$4300	Other	Colleen Swank and Walter Dubbeld

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Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in technology to enable them to teach science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$180	Other	Colleen Swank and Walter Dubbeld

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$4000	Title I Part A	Colleen Swank and Walter Dubbeld

Goal 5: All students at East Leroy Elementary will become proficient at Social Studies

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized tests in Social Studies by 06/30/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - All teachers will have the opportunity to receive training in how to teach

Social Studies.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will have the opportunity to receive training in how to teach Social Studies. This training will include the CHAMPS training to help improve classroom management and increase teacher effectiveness. Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$0	General Fund	Colleen Swank and Walter Dubbeld
Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$400	Other	Colleen Swank

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students. * note the amount under resources for Title IIA for \$2957 is to be transferred to Title IA.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$3174	Title I Part A	Colleen Swank and Walter Dubbeld

Goal 6: Improve Student Behavior

Measurable Objective 1:

A 95% decrease of All Students will demonstrate a proficiency of not having behavior write ups in Health/Physical Education by 06/11/2020 as measured by having less behavioral write ups.

Strategy 1:

Positive Behavioral Supports - We will initiate a behavior plan in live with PBS and implement rewards and interventions. Rules will be displayed and students will receive training in positive behavior.

Category: Learning Support Systems

Research Cited: PBS research

Tier: Tier 1

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Activity - Improve Student Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will be trained in PBS and have rewards and interventions to improve behavior.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/11/2020	\$0	No Funding Required	Marvin Taylor and Colleen Swank

Activity - Trauma Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Counselors will participate in a trauma conference to help those students who have experienced trauma.	Behavioral Support Program	Tier 2	Getting Ready	07/08/2019	06/11/2020	\$1000	Section 31a	Colleen Swank

Strategy 2:

Transition to Kindergarten - New kindergarten students will participate in a program that transitions them into kindergarten. This will help the students have a smoother transition into the school setting and familiarize them with the building, policies and expected behaviors.

Category: Learning Support Systems

Research Cited: Facilitating the Transition to Kindergarten

What ECLS-K Data Tell Us about School Practices Then and Now

Michael H. Little, Lora Cohen-Vogel, F. Chris Curran,

Tier: Tier 1

Activity - Transition to Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program to transition preschool students into kindergarten will be implemented to help them transition into the school environment.	Behavioral Support Program	Tier 1	Implement	08/14/2019	08/21/2019	\$1162	Title I Part A	Colleen Swank and Marvin Taylor

Goal 7: Increase Career Awareness

Measurable Objective 1:

100% of All Students will achieve college and career readiness upon graduation in Career & Technical by 06/12/2026 as measured by The percent of students who go to college, vocation school or obtain a career in their chosen field..

Strategy 1:

Increase Career Awareness - All students including those in special education and those receiving Title services will receive career and technical information.

Category: Career and College Ready

SY 2019-2020

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Research Cited: What we know about Career and Technical Education in high school

Brian A. Jacob Thursday, October 5, 2017

Tier: Tier 1

Activity - Increase Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn about different careers that are available to them once they graduation including skills and education needed for those careers.	Career Preparation /Orientation	Tier 1		08/21/2019	06/11/2020	\$0	No Funding Required	Marvin Taylor
Activity - Career Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students including those receiving special education or Title services will have opportunity to discuss career interests,options, and preparation with the school counselor or another knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/11/2020	\$0	No Funding Required	Marin Taylor

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
Technology Training	Teachers will be trained in technology to enable them to teach science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$180	Colleen Swank and Walter Dubbeld
Professional Development	Teachers will have the opportunity to attend professional development in how to teach science to students. This would include training in the Battle Creek Math and Science Center Kits and Young Problem Solvers. Teachers will be trained in technology to enable them to teach science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$4300	Colleen Swank and Walter Dubbeld
Reading Intervention Program	A reading intervention program called Read Well for targeted students in K-1st grades will be implemented by teachers and paraprofessionals in small intervention groups.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$5000	Colleen Swank
Technology Training	Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$400	Colleen Swank

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$10000	Colleen Swank and Walter Dubbeld

Section 31a

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ortin-Gillingham Training	Teachers will be trained in the Ortin-Gillingham method of reading instruction and be able to share with the rest of the staff so they can improve their reading instruction.	Professional Learning	Tier 1		07/08/2019	06/11/2020	\$1295	Colleen Swank
training in technology	Teachers will be trained in technology to enable them to teach math more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$500	Colleen Swank and Walter Dubbeld
Superintendent PD	The superintendent will attend PD in order to better supervise and assist teachers in how to teach reading.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/12/2020	\$1000	Colleen Swank
Principal PD	The principal will participate in PD to improve reading instruction	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$100	Marin Taylor, Colleen Swank
Professional Development	Teachers in grades K through 8 will be trained in Math Recovery. Training will also be provided for 21 things 4 students Tech Boot Camp to help teachers use materials to teach math more effectively. Using Illuminate DnA to individualize instruction training will be provided.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$1330	Colleen Swank and Walter Dubbeld
Superintendent PD	The Superintendent will attend PD in order to better supervise and assist teachers in how to teach math. This will include MASA, MACUL and New Superintendent Mentoring.	Professional Learning	Tier 1	Getting Ready	07/08/2019	06/11/2020	\$1000	Colleen Swank
Professional Development	Teachers K-5 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively. This would include Using Illuminate DnA to individualize instruction, implementing Common Core in the English classroom, and the MCEC	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$1000	Colleen Swank and Walter Dubbeld
After School PD on Teaching reading strategies	After school PD will be provided to staff on teaching reading strategies. The book, "The Reading Strategies Book" will be used in this training.	Professional Learning	Tier 1		08/21/2019	06/11/2020	\$1600	Colleen Swank
Trauma Training	Teachers and Counselors will participate in a trauma conference to help those students who have experienced trauma.	Behavioral Support Program	Tier 2	Getting Ready	07/08/2019	06/11/2020	\$1000	Colleen Swank

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professional development	Teachers will be trained in technology to enable them to teach reading more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/12/2020	\$1500	Colleen Swank and Walter Dubbeld
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will have the opportunity to receive training in how to teach Social Studies. This training will include the CHAMPS training to help improve classroom management and increase teacher effectiveness. Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$0	Colleen Swank and Walter Dubbeld

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Career Awareness	Students will learn about different careers that are available to them once they graduation including skills and education needed for those careers.	Career Preparation /Orientation	Tier 1		08/21/2019	06/11/2020	\$0	Marvin Taylor
Career Counseling	All students including those receiving special education or Title services will have opportunity to discuss career interests, options, and preparation with the school counselor or another knowledgeable adult.	Career Preparation /Orientation	Tier 1	Implement	08/21/2019	06/11/2020	\$0	Marin Taylor
Professional Development	All teachers will have the opportunity to learn how to teach writing in their own core areas and how to use John Collins and writing to learn across the curriculum. Teachers will be trained in technology to enable them to teach writing more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/08/2019	06/11/2020	\$0	Colleen Swank and Walter Dubbeld
Implement writing to learn and writing across the curriculum	Teachers will increase the opportunity for students to write in all of their classes and use writing to learn more frequently. Administrators will monitor this by classroom observation, lesson plans, student samples and by reviewing the required monthly documentation form.	Direct Instruction	Tier 1	Implement	08/21/2019	06/11/2020	\$0	Walter Dubbeld, Joe Huepenbecker

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Improve Student Behavior	Students and staff will be trained in PBS and have rewards and interventions to improve behavior.	Behavioral Support Program	Tier 1	Implement	08/21/2019	06/11/2020	\$0	Marvin Taylor and Colleen Swank
writing coach	A writing coach will help teachers be able to provide better writing instruction.	Professional Learning	Tier 1	Getting Ready	08/21/2019	06/11/2020	\$0	Marvin Taylor

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students. * note the amount under resources for Title IIA for \$2957 is to be transferred to Title IA.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$3174	Colleen Swank and Walter Dubbeld
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$4000	Colleen Swank and Walter Dubbeld
Transition to Kindergarten	A program to transition preschool students into kindergarten will be implemented to help them transition into the school environment.	Behavioral Support Program	Tier 1	Implement	08/14/2019	08/21/2019	\$1162	Colleen Swank and Marvin Taylor
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$14000	Colleen Swank and Walter Dubbeld
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$22000	Colleen Swank and Walter Dubbeld
Homeless Supplemental Instruction	Provide supplemental support and interventions to homeless students by the Title I teacher and Title I paraprofessionals. The Title I teacher will direct the paraprofessionals with these interventions.	Academic Support Program	Tier 2	Implement	08/21/2019	06/11/2020	\$500	Colleen Swank
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	08/21/2019	06/11/2020	\$18915	Colleen Swank and Walter Dubbeld

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Family Night	A Family Night will be provided for families of targeted students K-3 to promote family bonding and assist parents with how to help their child(ren) with math and reading at home. Supplies will include food, games, and books.	Parent Involvement	Tier 2	Getting Ready	08/21/2019	06/11/2020	\$21308	Colleen Swank and Marvin Taylor
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title Director	The Title I director will supervise Title paraprofessionals and monitor the interventions presented to students.	Academic Support Program	Tier 2	Implement	08/21/2019	06/11/2020	\$6052	Colleen Swank
Family Night	A Family Night will be provided for families of targeted students K-3 to promote family bonding and assist parents with how to help their child(ren) with math and reading at home. Supplies will include food, games, and books.	Parent Involvement	Tier 2	Getting Ready	08/21/2019	06/11/2020	\$1567	Colleen Swank and Marvin Taylor