



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.

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?

East Leroy Elementary includes K through 5 grades. The district is made up of two small communities--Athens and East Leroy. We are rural district just south of Battle Creek. The majority of our students are white with our next largest population consisting of Native Americans. We have a Native American reservation within our district boundaries. Poverty has become an increasing problem.

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.

Vision Statement

The Athens Area Schools are committed to providing a quality education for all students within a respectful, caring environment. Our schools strive to be a family-friendly place where people want to send their children to learn and where students are excited and motivated to achieve excellence. We are dedicated to helping young people become independent, well-rounded, contributing members of society. It is our hope and passion to see that our students are prepared for the world, have the tools and skills necessary to succeed in life, and are challenged in becoming confident leaders for tomorrow.

Mission Statement

The Athens Area Schools are dedicated to helping all students achieve their full academic and human potential.

Beliefs Statement

1. Learning is a continuous process which begins at the beginning.
2. Recognition and support increases learning.
3. High achievement requires high expectations.
4. Faculty, staff and families serve as role models for learners.
5. Education must enable people to acquire the necessary skills to access, process, analyze, and utilize information.
6. People learn in different ways, at different times, at different rates, and have an equal right to an educational opportunity appropriate to his or her needs and abilities.
7. All individuals have equal worth.
8. Self-discipline is primary to improvement and achievement.
9. There is a basic right to be treated fairly, equally, and with dignity.
10. There is a dignity in working toward one's potential and the educational process should enhance self-esteem and respect for others.
11. People who actively participate in the decision-making process will be supportive of the results.
12. Technological change increases educational opportunities.
13. Achievement by an individual or organization is best assured when measurable goals are established and pursued.
14. Education requires on-going planning, measurement, and evaluation.
15. A safe and orderly environment promotes learning.
16. There are basic skills which are necessary to function independently in society.
17. A home life committed to character values encourages success.
18. Education is a cooperative effort and shared responsibility with the community.
19. Understanding and appreciating diversity affirms individual worth and strengthens the community.

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.

We have increased after-school activities for students including storytelling, art, chess and vocal music. We also have increasing per cents of students from low social-economic homes. This presents new challenges and we are implementing interventions to help these students become more successful in school.

Additional Information

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

Our students are caring and are accepting of students with disabilities or from minorities. They participate by raising funds for the Leukemia Foundation and for St. Jude's Research Hospital.

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.

The Director of Assessment and Compliance meets with parents and staff to look at the data and develop the school improvement goals. Then he enters in the plans into the system and publishes them.

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

Parents, administrators, teachers and paraprofessionals all have equal input into the plan. The plan is finalized by the Director of Assessment and Compliance.

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

Copies of the final plan are made available for all staff and interested parties. Updates to the plan as it is being developed are provided at board meetings. The final plan is also published on the website.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Student enrollment has been declining for years and we have had to cut teacher staffing. Our superintendent also serves as the high school principal. Declining student enrollment also has been accompanied by declining finances.

Student Demographic Data

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

It becomes increasingly difficult to provide a quality education amid declining enrollment and thus declining finances. We have tried to minimize cuts that would affect the quality of the education of students. As the number of low social-economic students increases, attendance has become more of a problem. We are keeping on top of that with our counselor and truancy reports.

Student Demographic Data

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

There have not been any significant changes in student behavior data although we have had an increasing number of elementary students who have severe emotional problems. These students have provided additional problems.

Student Demographic Data

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

We are making attempts to increase student enrollment through advertising.

Teacher/School Leader(s) Demographic Data

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

We have a very experienced staff. All of our teaching and administrative staff have more than 10 years of experience. This has a positive impact on student achievement but also means that PD remains an important concern so that teachers are kept abreast of best practices.

Teacher/School Leader(s) Demographic Data

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

This has a positive impact on student achievement but also means that PD remains an important concern so that teachers are kept abreast of best practices.

Teacher/School Leader(s) Demographic Data

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

Research shows that student learning decreases with substitute teachers. Most of our absences are due to PD, but in the long run worthwhile PD has long term benefits that far outweigh the short term losses in student learning.

Teacher/School Leader(s) Demographic Data

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

Research shows that student learning decreases with substitute teachers. Most of our absences are due to PD, but in the long run worthwhile PD has long term benefits that far outweigh the short term losses in student learning.

Teacher/School Leader(s) Demographic Data

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

Summer PD and evening PD is encouraged so that no student learning time is lost.

Process Data

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

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

Instruction and professional development stand out as strengths.

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

Assessment stands out as a challenge which we hope to rectify this coming year. We are making significant progress in this area.

12. How might these challenges impact student achievement?

The lack of data collection impacts student achievement because data-driven instruction is important. We are initiating a new data collection process as well as implementing a new assessment program.

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

Adding a new assessment program and a new data warehouse will make data readily available to teachers to drive their instruction. This data collecting will not specifically be part of our school improvement goals, but it will determine whether we are meeting our goals.

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

Students with disabilities have access to the full array of programs. We ensure that by a child study process that looks at any child having difficulty and finding ways for them to succeed. No student is excluded from any activity on the basis of disability.

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

Extended learning opportunities are provided to elementary students through summer school (all grades), art (grades 2-5), and choir (3-5),

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

All of these extended learning opportunities are available upon request. Parents and students are informed through school notes. Summer school is most often suggested by teachers at conferences.

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

Teachers are required to fill out pacing guides and administrative observations are a way of providing accountability.

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

na

Achievement/Outcome Data

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

19a. Reading- Strengths

Our students are making progress in reading. We monitor this through DIBELs and with STAR reading. Our students are strong in phonics and decoding words.

19b. Reading- Challenges

Our biggest challenge in reading is in the area of comprehension. Inferential comprehension is an area of difficulty.

19c. Reading- Trends

Our trends in reading have been stable. We would like to see them increasing.

19d. Reading- Summary

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

Reading will be addressed in our School Improvement Plan. We are planning on implementing a new assessment program to help teachers address the specific needs of students. We provide tiered instruction for those students who are not achieving success.

20a. Writing- Strengths

Writing is one of our weakest areas. We have implemented and will continue to implement accountability in the area of writing across the curriculum and writing to learn.

20b. Writing- Challenges

Our students have difficulties in the area of writing especially in supporting the main idea with details.

20c. Writing- Trends

Our trend is gradually increasing the writing ability of our students.

20d. Writing- Summary

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

Writing will continue to be addressed in our School Improvement Plan. It is also the emphasis of our Title I program evaluation. Students who are experiencing a lack of success in this area receive tiered instruction.

21a. Math- Strengths

Our main strength in math is in the area of computation. We are implementing the math recovery program which is having a positive impact on student growth.

21b. Math- Challenges

Our main challenge in math has to do with problem solving and developing math thinkers.

21c. Math- Trends

The math trends are stable.

21d. Math- Summary

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

Our math needs will be addressed in our school improvement plan. We will continue to provide PD especially in the area of Math Recovery. Students who are experiencing a lack of success in this area receive tiered instruction.

22a. Science- Strengths

Our strengths in science are in the area of drawing conclusions.

22b. Science- Challenges

Our challenges are in the area of data collection.

22c. Science- Trends

The trends in science are stable.

22d. Science- Summary

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

Science will be addressed in our school improvement plan. Students who are experiencing a lack of success in this area receive tiered instruction.

23a. Social Studies- Strengths

The strengths in social studies are in the understanding of the concepts.

23b. Social Studies- Challenges

Our challenges in Social Studies is gathering evidence to support conclusions.

23c. Social Studies- Trends

Social studies trends are stable.

23d. Social Studies- Summary

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

Social Studies will continue to be addressed in our school improvement plan. Students who are experiencing a lack of success in this area receive tiered instruction.

Perception Data

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

24a. Student Perception Data

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

The caring atmosphere of our school.

24b. Student Perception Data

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

The lowest level of satisfaction is in the area of social studies.

24c. Student Perception Data

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

To improve the teaching of social studies so student interest will be increased.

25a. Parent/Guardian Perception Data

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

School atmosphere.

25b. Parent/Guardian Perception Data

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

The amount of homework students receive.

25c. Parent/Guardian Perception Data

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

Communication to increase parent understanding of the importance of homework.

26a. Teacher/Staff Perception Data

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

availability of support for students encountering lack of success.

26b. Teacher/Staff Perception Data

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

M-STEP testing

26c. Teacher/Staff Perception Data

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

beyond our control as a local district.

27a. Stakeholder/Community Perception Data

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

The school atmosphere.

27b. Stakeholder/Community Perception Data

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

availability of funding

27c. Stakeholder/Community Perception Data

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

We are trying to recruit more students.

Summary

28a. Summary

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

Although we have many positive things going on, we also have challenges some of which are outside of our limited control.

28b. Summary

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

The challenges do impact student achievement, but some of them are outside our control. The ones that we can work with, will be addressed.

28c. Summary

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

Most of these challenges will be addressed in our school improvement plans.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.athensk12.org/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are an elementary school K-5	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are an elementary school K-5	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Walter Dubbeld Director of Assessment and Compliance 4320 K Drive S. East Leroy, MI 49051 269-729-5427 ext. 230	

School Improvement Plan

East Leroy Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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 Director of Assessment and Compliance met with the staffs and stakeholders to examine data and answer the SPR. Stakeholders were asked in addition to provide input to the school data profile. These results were compiled and entered into the report by the Director of Assessment and Compliance.

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.

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

Grades 3-5

DIBELs, MLPP, Math Recovery screeners, classroom assessments, STAR Reading and the MEAP or 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

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 a process called 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 teachers 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, 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.

Parapro 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 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 parapro are almost always in the general education classroom working with at risk students. The Title I teacher also generally works in the classroom. The Title I Director and Compliance Director 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 do not have any Limited English Proficiency 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 are required to meet the NCLB highly qualified requirements to be hired. This includes general and special education paras even though they do not legally have to meet those requirements.	

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	Our calendar is not yet complete. We have scheduled a data PD at the end of September and we have PD scheduled on August 29 and 30. We also have teachers receiving training in science in August. However, the rest of the calendar is not set as of this date.	

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. Parents are welcome to volunteer to work with students.

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, 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 jargon 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 Director with input from staff and parents.

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 Director 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

This is our 5 year plan beginning with school year 2016-17

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: 7	Academic	\$17400
2	All students at East Leroy Elementary will become proficient at Mathematics	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$20160
3	All students at East Leroy Elementary will become proficient writers	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$10140
4	All students at East Leroy Elementary will become proficient at science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$11230
5	All students at East Leroy Elementary will become proficient at Social Studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$10180

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	08/29/2016	06/12/2017	\$500	General Fund	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	08/29/2016	06/12/2017	\$250	General Fund	Colleen Swank and Walter Dubbeld

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Leroy Elementary School

Book study for teachers to improve rigor and instructional effectiveness using research based methods from Marzano's Classroom Instruction that Works and Carol Ann Tomlison's Differentiated Instruction. Opportunities will be provided for teachers to observe other teachers and collaborate together regarding differentiated instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2016	07/01/2017	\$0	General Fund	Michael Dunn
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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	09/06/2016	06/12/2017	\$13000	Title II Part A	Colleen Swank and Walter Dubbeld

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Teacher and other highly qualified teachers will provide supplemental instruction to students during the summer to eligible students in grades K-5.	Academic Support Program	Tier 2	Implement	06/13/2016	08/26/2016	\$3050	Other	Colleen Swank

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	09/06/2016	06/14/2017	\$0	No Funding Required	Michael Dunn and 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

School Improvement Plan

East Leroy Elementary School

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	09/06/2016	06/14/2017	\$600	Other	Colleen Swank and Michael Dunn

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 .

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

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	08/29/2016	06/12/2017	\$2330	General Fund	Colleen Swank and Walter Dubbeld

Activity - training in technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Leroy Elementary School

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	08/29/2016	06/12/2017	\$180	Other	Colleen Swank and Walter Dubbeld
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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book study for teachers to improve rigor and instructional effectiveness using research based methods from Marzano's Classroom Instruction that Works and Carol An Tomlison's Differentiated Instruction. Opportunities will be provided for teachers to observe other teachers and collaborate together regarding differentiated instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/12/2017	\$0	No Funding Required	Michael Dunn

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	09/06/2016	06/14/2017	\$14000	Title I Part A	Colleen Swank and Walter Dubbeld

Strategy 3:

Summer School - The Title I Teacher and other highly qualified teachers will provide supplemental instruction to students during the summer to eligible students in grades K-5.

Category: Mathematics

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

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Teacher and other highly qualified teachers will provide supplemental instruction to students during the summer to eligible students in grades K-5.	Academic Support Program	Tier 2	Implement	06/13/2016	08/26/2016	\$3050	Other	Colleen Swank

School Improvement Plan

East Leroy Elementary School

Strategy 4:

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: Mathematics

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

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	09/06/2016	06/15/2017	\$600	Other	Colleen Swank and Michael Dunn

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

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 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
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School Improvement Plan

East Leroy Elementary School

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	08/29/2016	06/15/2017	\$140	Title II Part A	Colleen Swank and Walter Dubbeld
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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	09/06/2016	06/15/2017	\$10000	Title I Part A	Colleen Swank and Walter Dubbeld

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	09/06/2016	06/15/2017	\$0	No Funding Required	Walter Dubbeld, Joe Huepenbecker

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

School Improvement Plan

East Leroy Elementary School

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	08/01/2016	06/15/2017	\$1050	Title II Part A	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 science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/29/2017	\$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
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School Improvement Plan

East Leroy Elementary School

The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$10000	Title I Part A	Colleen Swank and Walter Dubbeld
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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
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	08/29/2016	07/01/2017	\$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	08/01/2016	07/01/2017	\$180	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

School Improvement Plan

East Leroy Elementary School

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	09/06/2016	06/15/2017	\$10000	Title I Part A	Colleen Swank and Walter Dubbeld

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

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 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	08/29/2016	06/15/2017	\$140	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	08/01/2016	06/15/2017	\$1050	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	09/06/2016	06/12/2017	\$13000	Colleen Swank and Walter Dubbeld

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Book Study	Book study for teachers to improve rigor and instructional effectiveness using research based methods from Marzano's Classroom Instruction that Works and Carol Ann Tomlison's Differentiated Instruction. Opportunities will be provided for teachers to observe other teachers and collaborate together regarding differentiated instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/12/2017	\$0	Michael Dunn
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	09/06/2016	06/15/2017	\$0	Walter Dubbeld, Joe Huepenbecker
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	09/06/2016	06/14/2017	\$0	Michael Dunn and Colleen Swank

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 social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	08/01/2016	07/01/2017	\$180	Colleen Swank
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	07/01/2016	06/29/2017	\$180	Colleen Swank and Walter Dubbeld
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	09/06/2016	06/15/2017	\$600	Colleen Swank and Michael Dunn

School Improvement Plan

East Leroy Elementary School

Summer School	The Title I Teacher and other highly qualified teachers will provide supplemental instruction to students during the summer to eligible students in grades K-5.	Academic Support Program	Tier 2	Implement	06/13/2016	08/26/2016	\$3050	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	09/06/2016	06/14/2017	\$600	Colleen Swank and Michael Dunn
Summer School	The Title I Teacher and other highly qualified teachers will provide supplemental instruction to students during the summer to eligible students in grades K-5.	Academic Support Program	Tier 2	Implement	06/13/2016	08/26/2016	\$3050	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	08/29/2016	06/12/2017	\$180	Colleen Swank and Walter Dubbeld

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	09/06/2016	06/15/2017	\$10000	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	09/06/2016	06/15/2017	\$10000	Colleen Swank and Walter Dubbeld
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	09/06/2016	06/15/2017	\$10000	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	09/06/2016	06/14/2017	\$14000	Colleen Swank and Walter Dubbeld

School Improvement Plan

East Leroy Elementary School

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	08/29/2016	07/01/2017	\$0	Colleen Swank and Walter Dubbeld
Book Study	Book study for teachers to improve rigor and instructional effectiveness using research based methods from Marzano's Classroom Instruction that Works and Carol Ann Tomlison's Differentiated Instruction. Opportunities will be provided for teachers to observe other teachers and collaborate together regarding differentiated instruction.	Professional Learning	Tier 1	Getting Ready	06/30/2016	07/01/2017	\$0	Michael Dunn
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	08/29/2016	06/12/2017	\$2330	Colleen Swank and Walter Dubbeld
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	08/29/2016	06/12/2017	\$500	Colleen Swank and Walter Dubbeld
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	08/29/2016	06/12/2017	\$250	Colleen Swank and Walter Dubbeld