



School Improvement Plan

Angus Elementary School

Warren Consolidated 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 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our staff collaboratively participated in the comprehensive needs assessment during regular PLC and staff meetings during the 2016-2017 school year. Data reports were accessed either electronically or in paper format from Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool. The school improvement and data team led the analysis process during PLC and school improvement meetings.

Staff identified achievement gaps in all content areas for all students and sub groups using multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, and demographic input. Staff prioritized the areas of greatest need for all and identified sub groups, and preliminary priority goals, strategies and activities were then developed by the staff. The School Improvement team, which meets multiple times per year, used the results to complete a final alignment to ensure that all data results are aligned with the identified priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings, and seek input to ensure all stakeholders are involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, providing parent input to both the school and district plan. Parent representatives are encouraged to share updates at PTO meetings/or help write newsletter articles, etc.

We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, and compact ideas from parents through surveys administered online at Parent Teacher Conferences. Additional input was gathered at all parent-school activities, PTO meetings, and through principal interactions.

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

Program/Process Data Reviewed: M-STEP, ASSIST-SA, Title I program, ESL program, MTSS

What was concluded:

Our interim self-assessment found that our Resources and Support System is an area in need of improvement. We feel our strength is in the area of Teaching and Assessing for Learning.

Our Title I program evaluation revealed an area that needs to be improved/strengthened is parent awareness about the Title I program. Our strengths are improved reading and comprehension scores, as well as improved math scores, therefore we need to continue to fund these activities.

The district's Title I Onsite Review found program areas needing attention were parent involvement and the school improvement plan. We are using that information to examine our own processes related to involvement and planning. During a visit to one of our other elementary
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schools, the onsite team noted the district and the schools offer a variety of electives in order to supplement instruction for all students in K-5 buildings and early childhood programs, which include nursery, pre-school, Head-Start and GSRP programs at a variety of locations. These programs facilitate a smooth transition into our elementary programs.

Perception Data Reviewed: Surveys and meeting minutes

What was concluded:

2016-2017 Angus Staff Survey: Most staff holds high expectations for student learning, use a variety of teaching methods, and feel a strong leadership presence within the building. There is a perceived need for better understanding of the SIP/DSIP plan, implications of the Common Core, additional support staff/training to meet the needs of the growing ELL and at-risk population, as well as for a consistent discipline plan for all students.

2016-2017 Angus Parent Survey: Most Angus parents have a clear understanding of student expectations; feel their children's needs are being met, that they have communication regarding student progress, and a strong confidence in the administrator's involvement in the educational process and discipline of students.

2016-2017 Angus Student Survey: An overwhelming majority, about 94% of our lower elementary students feel safe at school. The upper elementary students in grades 3rd-5th do not feel as safe. About 65% of these students feel safe all the time at school. Almost 100% of our kindergarten through second graders say they do their best and feel that their teacher helps them. In contrast, only about two-thirds of our upper elementary students feel that they do their best in school and about 80% feel that their teacher helps them learn. About half of these students also feel that the principal cares about them.

Demographic Data:

The team examined school enrollment by grade and ethnicity; attendance data by grade/ethnicity; discipline data by number of referrals and suspensions; and mobility trends.

By examining enrollment trends we discovered that our enrollment has remained very consistent over the past several years. This year's student total is 427. By examining attendance trends, we discovered that our attendance rate remains consistently above 96%. By examining discipline trends, we discovered that office discipline referrals are down by over 60% as a result of our school wide PBIS efforts. Most office discipline referrals occurred in December and May, and were located on the playground. As a result, we planned and implemented a PBIS training for our lunchroom and playground supervisors.

Angus currently has five students enrolled through schools of choice. The vast number of new students are either open enrollment students from within our district, students who have immigrated from other countries, or students previously attending a school whose boundaries have now made Angus their home school. Most students who left our school this year, have done so as a result of parental employment or job re-location, or moving from a multi-family home.

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

Based on M-STEP and NWEA data, Angus Goals are:

1. Angus students will demonstrate reading knowledge at or above district, state and/or local standards based on a variety of assessment measures.
2. Angus students will demonstrate mathematical knowledge at or above district, state and/or local standards based on a variety of

assessment measures.

3. Angus students will demonstrate writing proficiency at or above district, state and/or local standards based on a variety of assessment measures.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The needs of all students are considered when creating school improvement goals. Staff holds high expectations and believes strongly that all students can and will meet the state and district student achievement targets. Many of our students can be considered disadvantaged due to socioeconomic status and/or language barriers. The needs of these children are addressed within our MTSS model. Staff is working to build consistency among our Tier 1 instructional strategies through PLC collaboration, formal observations and walkthroughs, and a commitment to research-based professional development. Our intervention team, consisting of one full-time and one part-time language acquisition teacher, one Title I ELA teacher, one half-time Title I math teacher, a resource room teacher, a speech pathologist, and a school social worker are the main focus of our Tier 3 strategies. The team, with input from the classroom teacher and data collection, determines which students are in need of intervention and provides them with a double dose of our most effective strategies, working one-on-one or in small groups. The team progress monitors these students and meets at grade level intervention meetings to discuss data and outcomes.

Component 2: Schoolwide Reform Strategies

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

Reading:

1. Differentiated Instruction in Reading - Teachers in grades kindergarten through fifth will provide differentiated instruction for 90 minutes daily to improve and increase reading comprehension and fluency.
2. Staff will support research based Tier II/III intervention strategies within an MTSS model - Title I teachers, Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.
3. Positive Behavior Interventions and Supports - Staff will implement a school-wide positive behavior plan focused on increasing effective use of instructional time.

Writing:

1. Differentiated Instruction in Writing - Classroom teachers in grades kindergarten through fifth will provide differentiated instruction daily to improve writing across the curriculum.
2. Staff will support research based Tier II/III intervention strategies within an MTSS model - Title I teachers, Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.
3. Positive Behavior Interventions and Supports - Staff will implement a school-wide positive behavior plan focused on increasing effective use of instructional time.

Math:

1. Differentiated Instruction in Math - Teachers in grades kindergarten through fifth will provide differentiated instruction daily to improve and increase math comprehension.
2. Staff will support research based Tier II/III intervention strategies within an MTSS model - Title I teachers, Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.
3. Positive Behavior Interventions and Supports - Staff will implement a school-wide positive behavior plan focused on increasing effective use of instructional time.

Science:

1. Differentiated Instruction in Science - Teachers in grades kindergarten through fifth will provide differentiated instruction within the structures of ELA and math to improve and increase science vocabulary and comprehension.
2. Staff will support research based Tier II/III intervention strategies within an MTSS model - Title I teachers, Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.
3. Positive Behavior Interventions and Supports - Staff will implement a school-wide positive behavior plan focused on increasing effective use of instructional time.

Social Studies:

1. Differentiated Instruction in Social Studies - Teachers in grades kindergarten through fifth will provide differentiated instruction within the SY 2017-2018

structures of ELA and math to improve and increase social studies vocabulary and comprehension.

2. Staff will support research based Tier II/III intervention strategies within an MTSS model - Title I teachers, Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.

3. Positive Behavior Interventions and Supports - Staff will implement a school-wide positive behavior plan focused on increasing effective use of instructional time.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Our Tier 1 instructional methods focus on McREL's Classroom Instruction That Works. All staff will be trained on these classroom strategies to increase quality and provide consistency among teachers and instruction.

Angus is committed to providing Positive Behavior Intervention and Supports at a school-wide level. Creating a culture of shared expectations and decreasing time spent on discipline will increase instructional minutes with students.

Angus offers Tier II and Tier III interventions within an MTSS model. Direct instruction and intervention is given to identified students in a small group or one-on-one setting with either a classroom teacher or an intervention teacher, multiple times per week.

Professional development is sustained and ongoing through regular PLC meetings, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities, especially in ELA and Mathematics.

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

The comprehensive needs assessment indicates that Angus needs to focus on identifying and providing more consistent classroom Tier II and skills-based interventions for students who are struggling. Angus classroom teachers are highly trained and committed to providing direct ELA instruction, including Guided Reading, for at least 90 minutes per day. Teachers will also utilize hands-on techniques, including reading and math manipulatives. Academic vocabulary will also be a large portion of direct instruction, across all content areas.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The comprehensive needs assessment indicates that Angus needs to focus on identifying and providing more consistent interventions for students who are struggling. Findings showed that many of these students fall within subgroups. As a result, Angus is in the process of implementing a Multi Tiered System of Support on a daily basis. Classroom teachers will provide skills-based Tier II support in addition to Tier I instruction. The intervention team, comprised of Special Education teachers, School Social Worker, Speech Pathologist, two Title I teachers, and a Language Acquisition Teacher, in partnership with the classroom teacher, use multiple data sources, such as Benchmark Literacy or NWEA Skills Checklist, to identify students. Intervention staff will provide Tier III support. Students are provided with a double dose of direct instruction in a small group setting. Students are progress monitored throughout the year and exited from the program once they are performing at grade level. The team meets at grade level intervention meetings to review the data and the needs of the students. In addition, Angus will offer multiple extended learning opportunities for students throughout the school year and during the summer. Many of our English Language Learners will also benefit from the use of online learning, including Raz Kids, Reading A-Z, and Tumblebooks.

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

Classroom and Intervention teachers progress monitor identified students and meet monthly to discuss data and effective/ineffective strategies. Based on the data and teacher collaboration, the quantity and duration of the intervention is adjusted.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff at Angus, (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resource Department monitors the personnel files for accuracy.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Assurance Statement: All staff (teacher and paraprofessional) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of " highly qualified". The Human Resource Department monitors the personnel files for accuracy.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had no section or allocation change for the 2016-2017 school year. However, due to the placement session and a retirement we have 8 new staff members.

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

Currently, Angus Elementary has 30 staff members: 17 classroom teachers, 5 special subject teachers for media, art, STEM, music/band, and PE; 4 Title 1/ ESL teachers; 4 special education teachers for resource room, emotionally impaired, speech and social work.

Teaching experience:

0-4 years: 2 teachers

5-9 years: 4 teachers

10-14 years: 14 teachers

15+ years: 10 teachers

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

Although teacher assignments are made at the district level, many highly qualified teachers compete to teach at Angus Elementary. The culture in the building is positive and upbeat. Focus on educating the students is top priority and the educators in the building have respect for one another, as well as the administration. All teaching staff are highly qualified and many staff desire to stay in the building. New teachers are hired based on a match between available jobs and their credentials.

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

Assurance Statement

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Department and the Superintendent.

In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. District Wide Accreditation by AdvancEd

2. District Mentoring System

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3. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training (3 sessions)
4. Competitive Salary and Benefits package
5. Classroom computer, interactive whiteboard projector system, MediaCast, and email for each staff member
6. Curriculum and Instructional Technology Specialists to support classroom teachers
7. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
8. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
9. Media centers with media specialists in each building; distance learning programs
10. Full-time Instructional Technology department and tech support
11. Secondary School Counselors
12. Newly renovated schools
13. District and School-level Professional Development opportunities

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Historically, the Angus turnover has been low. This year's changes were a result of a district level influx of open positions.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Most staff members have been formally trained in Classroom Instruction that Works through the MISD. Some have had training during schools hours, others have attended after school PD offered by the district. It is the plan of the district to train all teachers in this concept over the course of five years.

Members of the staff have and will continue to participate in programming sponsored by the district curriculum steering committee to complete PD that they have found to be appropriate to their current placement. This includes kindergarten classroom and literacy skills, Title I parent involvement, early intervention strategies, English as a second language, guided reading, and math intervention techniques.

As a staff, teachers will participate in three hour-long PLC meetings seven times per year in addition to seven 1.5 hour meetings . During that time, staff looks at student data, intervention plans, classroom strategies and monitoring. Each staff member will establish a personal goal for the school year.

Teachers will receive training on research based instructional and classroom management strategies, curriculum and assessment. These can include Classroom Instruction that Works, Guided Reading, MTSS, M-STEP, as well as other relevant literacy, math, science, social studies, writing, or positive behavior based training.

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

Professional development is sustained and ongoing through regular PLC meetings, regularly scheduled staff meetings, after school district PD offerings, various other PD offerings, and the district's commitment to long term professional learning opportunities, especially in ELA and Mathematics.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement team, which meets multiple times throughout the school year, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during phone conversations, or meetings with each parent. Parents who accept attend as many meetings as possible. Parents are encouraged to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement plan and activities, and analyzing parent input. Parent representatives are encouraged to share updates at PTO meetings, as well as help write newsletter articles, etc.

We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, including safety issues from parents through surveys. The Angus SIP survey was developed using Survey Monkey and was offered in an electronic format. This parent survey was completed in November 2016. Additional input was gathered at all parent-school activities and PTO meetings, as well as at parent/teacher conferences and Open House night.

Our parents are also surveyed in the fall and spring at our Title I parent nights. Following each activity, participants are asked to give comments and feedback.

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

Angus parents are involved in the implementation of the school wide plan. They participate in the comprehensive needs assessment via their responses to surveys and school improvement meetings. Historically our SIP goals have been posted to our web site for parents to review. Feedback is welcomed by the administrator and staff. Several parents from the PTO board have been included in our School Improvement team meetings. They are encouraged to communicate their concerns and observations about the school wide programming.

The PTO have provided assistance in the form of help and materials to support extended day or after school activities. At the conclusion of each event a survey is completed by the parent participants. This information is used to modify the support programming for our parents. Parents are encouraged to be active in their child's education even when they have limited English language skills. Through an interpreter parents are provided resources available at school and via the internet to engage in educational activities. The Title I and ESL teachers sponsor activities during the daytime and evening in order to assist parents with this.

In the fall, parents and teachers participate in Meet the Teacher Night. During that time they are given an opportunity to tour the school and hear the expectations of their child's teacher. In addition, parents are invited to attend our fall Title I night. This evening focuses on those students who are participating in intervention programming with our Title I and ESL teachers. They provide a short overview along with parent resources. During the Spring Title I meeting parents are typically provided with additional resources for student use over the summer. They are also given an opportunity to communicate their opinions about programming. Parents who do not attend these activities are also given an opportunity to express their opinions. In order to encourage completion of the Title I survey, students whose parents completed the survey and returned it to school were invited to a special activity. Throughout the year parents are provided multiple sources of information regarding what is going on at school. There is a building wide newsletter published monthly.

The district provides the building with a Language Line that can be accessed in many languages. The Intouch Web Portal allows for mass calling to groups of families. A call goes out for specific needs, events and groups. Most classroom teachers publish a newsletter to

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communicate classroom events. Parents of students in grades 3-5 can access their grades through the Parent Portal section of Power School. Teachers have a classroom phone capable of voice mail and a district email account for ongoing communication. Annually, parents are advised of their child's scores for the NWEA Assessment after each seasonal assessment.

The School Improvement team, which meets multiple times per year, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during phone conversations or personal meetings with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parent representatives are encouraged to share updates at PTO meetings/or help write newsletter articles, etc. We sought additional input regarding the school culture, the Title I program, specific parent concerns, compact ideas, etc. from parents through surveys online during fall conferences and after each Title I parent event. Additional input was gathered at all parent-school activities/PTO meetings, conferences and Title I events.

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

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents are involved with the SIP team to collect and analyze data relative to all four types. Parent input is also provided throughout the year via a variety of surveys at parent events and meetings, such as PTO meetings and events, Meet the Teacher night, Title I Fall and Spring parent activity events, and conferences.

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Evaluation Meeting at which time all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. Using feedback from this meeting, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the upcoming school year.

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

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

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators:

The District webpage under the Parent Resources tab provides information on: Michigan's Grade Level Content Expectations and Common Core State Standards; K-12 IOWA Assessments (webpage and PowerPoint) and district assessment calendar; a video on understanding the

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revised MEAP/MME cut scores; and how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress). At the school level important information is communicated in multiple languages and the family resource liaison is available.

2. Provide materials and training for parents:

District webpage link to parent resources available through various websites, and content-specific video tutorial sites; Summer preschool program provides training and materials on reading to young children.

At the school level parents are regularly invited to programs to assist their children academically. We have sponsored parent nights during the year to teach parents strategies and provide materials for student success.

3. Coordinate with parent involvement in other programs in the school:

Angus participates in Kensington School Partners, Michigan Families in Education, and Scholastic Books to provide resources.

4. Provide information in a format that is understandable to parents:

Most communications regarding after school or extended day events, as well as important information communications are translated as needed.

5. Provide other reasonable support as requested:

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children:

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services. All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

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

During the Spring Title I Evaluation meeting, in addition to the review of all four data sets, the parent plan and compact are reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program, and request/plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students, the other being the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team (of which parents are also members) and used to revise the parent programming, plan, and compact, as well.

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

Staff and the members of the SIP team will review the results to determine the future focus of programming. This allows for proper allocation of staff and supplies.

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

Using our prior School-Parent compact, parents and teachers review it for relevance. It is shared with parents during the fall parent-teacher conferences, as well as at our Title I Fall Informational meeting. Therefore, every Fall, parents are invited to assist in the revision of this document. Also, a group of students may assist in evaluation of the student commitment portion prior to its completion.

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

The compact is shared with parents and students at Meet the Teacher Night in September and Parent Teacher conferences in November. All parties are asked to sign the compact. A copy of the compact is given to each staff member and referenced periodically. Staff reviews the compact at Fall Parent-Teachers Conferences in November while meeting with parents.

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

Not applicable.

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

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

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

At Angus, we also have a family resource liaison in the building each week. She is available by walk in or by appointment. Many newsletters and important informational mailings are translated into Arabic and Chaldean to accommodate many of our bilingual families.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Although Angus does not house a preschool program, we provide two kindergarten orientations. One is held in the Spring and is district wide. This is an informal evening that allows parents to receive information and talk with staff members from their child's prospective school. We also host a formal "Kindergarten Round-Up" in the fall, prior to the start of the school year. This meeting introduces preschool aged children to the building, classrooms, and staff, as well as helps the parents understand proper expectations for the kindergarten classroom.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Early childhood grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide ten classrooms of free, quality preschool programming at multiple elementary schools in the district. Also, Transitional Kindergarten was just introduced in two of our elementary schools, for children who are not quite ready to begin traditional Kindergarten. Children from other districts are welcome to partake in these programs. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Additionally, WCS also offers family-paid preschool opportunities to those families that do not qualify for Headstart or the Great Start Readiness Program. These also include parent involvement activities throughout the year to support a successful transition into kindergarten. More formally, a district level informational meeting is held on two evenings for parents of incoming kindergarten students. Parents are invited through district mailings and through preschool programs. Building level kindergarten round-up events occur each spring after the informational meetings. Our district also offers literacy and oral language training in the spring of each year to preschool parents to support successful summer to fall transitions to kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide input into school based assessment decisions during PLC, grade level meeting times, and staff meetings. Angus teachers use data from DRA2 assessments, NWEA, easyCBM, Benchmark assessments, and teacher observations to identify students in need of intervention. They work closely with the school's Title I teachers and ELL teachers to collaborate and choose the best course of action. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning: student identification for Tier II/III interventions, creating flexible small groups for individualized instruction and re-teaching. Angus also reviews input from staff surveys.

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

The staff works together to analyze data during our Professional Learning Communities (PLC) and Grade Level Intervention (GLIM) meetings. All staff members and support staff utilize this three hour block to disaggregate and analyze data. All team members collaborate with their grade level groups and well as cross grade level groups. Instruction is driven by the information gained during PLC's and GLIM's with district guidelines regarding curriculum. Our district has transitioned the curriculum to align with upcoming Common Core standards. Students needing additional and timely assistance are identified during this process, and interventions are scheduled appropriately. Teachers also use data stored in Data Director, an online warehouse of information, as well as a building created data warehouse, to assist with analyzing student achievement.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

During our PLC process, students meeting the following criteria for timely and additional assistance are identified accordingly:

English Language Arts

Reading

Grade Span: Kindergarten through 5th grade

Identification/Criteria for Selection: Guided Reading in addition to that provided in the classroom. Students who are one year or more below grade level are included.

Writing

Grade Span: Kindergarten through 5th grade

Identification/Criteria for Selection: Instruction in the writing process and conventions of writing for students who are one year or more below grade level.

Math

Grade Span: Kindergarten through 5th grade

Identification/Criteria for Selection: Small group instruction in math target areas based on classroom diagnostics, NWEA assessment, MSTEP and/or statewide assessments for students who are one year or more below grade level.

Students receiving intervention services in the area of reading are exited when an appropriate, on level DRA level is reached. DRA progress monitoring is completed regularly throughout the year. Math, Science and Social Studies intervention students are progress monitored and exited as determined by classroom diagnostics and classroom performance.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

English Language Arts

Reading

Grade Span: K-5

Interventions: Guided Reading provided by the Title I teacher, in addition to that provided in the classroom. Students who are 1 year or more below grade level are included. Groups are seen 5 times per week.

Writing

Grade Span: K-5

Interventions: Instruction in the writing process and conventions of writing provided by the Title I teacher, in addition to that taught in the

classroom for students who are 1 year or more below grade level. These students are included in groups seen 5 times per week.

Math

Grade Span: 1-2

Interventions: Instruction in mathematical foundation skills is provided by the Title I teacher, in addition to that taught in the classroom for students who are 1 year or more below grade level. These students are included in groups seen 5 times per week.

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

District provided curriculum resources contain guidance and materials related to differentiated instruction. Guided Reading Materials, Manipulatives, and Investigative Activities are included.

Teachers utilize leveled guided reading to address individual needs. Levels are continually adjusted as needed per data regarding student growth.

Guided math and math journaling are implemented to address individual needs.

Assignments may be modified to accommodate particular student needs.

Technology and white boards are used to enhance and support various lessons.

Cooperative learning groups are used.

Teachers use various instructional styles to incorporate understanding (example: technology, visual prompts, verbal instructions with all lessons).

A district provided Early Literacy Coach has been mentoring and training the teachers in grades 1 and 3 periodically throughout the year on Tier II skill based interventions and IRP implementation readiness.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our Title I teachers provide supplemental and timely instructional support to students during the school day and after school. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting schoolwide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the schoolwide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Several of our teachers have participated in Classroom Instruction That Works, job embedded guided reading coaching support, diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities.

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality pre-school programs which are housed at Hatherly Pre-K Education Center. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal Grant, Title III, provides supplemental instructional support, in the form of extended day and year programming, to eligible students. Additionally, family resource assistants work directly with ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after-school/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Language Learners in the classroom.

Federal grant, IDEA provides classrooms of quality early childhood special education, which will be housed at Hatherly Elementary.

Building-level budgets also provide resources for additional instructional materials, including leveled books, Raz Kids, Reading A-Z, Tumblebooks, and hands-on materials.

Our staff has partnered with Kensington Community Church, which volunteers at school events, as well as provides support in academic areas as needed. MFE-Michigan Friends of Education will ship free leveled books to educators.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast and lunch during the school year to eligible students.

Title I: intervention support for at risk students

Title III: Family Resource Assistant, intervention support materials for English language learners.

ACCESS: ELL parent/student support for medical and academic needs.

CARE: locally funded resource for parents and students to support emotional and environmental needs

Cyber Safety Initiative: Michigan funded program to promote internet safety to all students.

School Improvement Plan

Angus Elementary School

Development, Special Education Staff); Nutrition/Breakfast-Lunch Program

State Resources: State Per-Pupil Allowance (General Fund), Great Start Readiness Program

Local Resources: WCS General Fund Building Budget, WCS School Improvement Building Allocation; Community Volunteers, WCS Educational Fund, Operation Kid Equip and Michigan Families for Education.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

General Fund:

- Professional Learning Community meetings; SIP Team meetings

2. Schoolwide Reform Strategies

General Fund:

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I:

- Specific Title I strategies for the building
- Leveled Literacy Intervention (LLI)

3. Highly Qualified Staff

General Fund:

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified)

Title I:

- Full time Title I Reading teacher and Part time Title I Math teacher

4. Attract and Retain Highly Qualified Staff

General Fund:

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified)
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department

5. Professional Development

General Fund:

- Curriculum Steering Committee funding opportunities available for Staff to apply for various Professional Learning Opportunities

General Fund and Title I:

- District level professional development in core areas (writers workshop, guided reading, DRA2, science, math, social studies, Data

School Improvement Plan

Angus Elementary School

Director, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title II:

- PLC and School Improvement Training
- Visits by content specialists

Title III:

- Differentiated Instruction for ELs
- Oral Language Development (and assessment)
- Writing
- SIOP (Sheltered Instruction Observational Protocol)

Title I:

- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies
- Professional Development Opportunities in many areas including reading instruction, technology, & parent involvement.

6. Parental Involvement

General Fund:

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)
- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system
- Spring and Fall Parent-Teacher Conferences
- Powerschool Program: online progress reports, lesson plans and grade book; Parent Portal
- Remind 101 text communication system, Twitter

Title I:

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups

Volunteer/Community Services:

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

7. Preschool Transition

Title I, IDEA, General Fund:

- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff

School Improvement Plan

Angus Elementary School

- Kindergarten Orientations
- GSRP: World of Fours - preschool program for at-risk students

8. Assessment Decisions

General Fund:

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committees

9. Timely & Additional Assistance

Title I, Title III, General Fund:

- Title I Teachers
- Title I Aides
- Intervention Specialist
- Before/After-school Tutoring/Extended Programs
- Summer School Program (including, elementary level instructional DVDs in reading)
- Language Acquisition teachers, aides and counselors
- Family Resource Assistant

General Fund:

- Genessee ISD Program GEN NET

General Fund, IDEA:

- Resource Room Teachers
- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants:

- Adult ESL Program
- HS WIA Mentoring Program at WMHS and SHHS

10. Coordination & Integration of Federal, State & Local Resources

Title I, General Fund:

- Administrator of State and Federal Programs
- Central Office Administrators
- Building Staff

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All programs are available to all students regardless of grade:

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast and lunch at no or low cost to eligible students.

CARE: locally funded resource for parents and students to support emotional and environmental needs.

Cyber Safety Initiative: Michigan funded program to promote internet safety to all students

Our school does not participate in the adult education, vocational and technical education, and job training programs.

Evaluation:

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

We evaluate the implementation of the Title I plan through a continuous cycle model of the AdvancED school improvement process. The staff use data from multiple sources -- MSTEP, NWEA, District assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored a minimum of five times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The final evaluation is submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year.

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

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilization during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, include data from multiple sources, MSTEP, NWEA, district and building assessments as well as staff, parent, and student perception surveys.

Title I teachers evaluate the scores for students participating in the program. This evaluation determines continued need or independence ability. Testing is completed using DRA2 scores/data, easyCBM, as well as MTSS data. Students are evaluated at least quarterly to determine on-going eligibility.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending a Title I Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (M-STEP, NWEA, District Assessments). These reports are used by staff at PLC and GLIM meetings, as well as the school improvement team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored a minimum of five times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The results from this progress monitoring is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I SY 2017-2018

Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

The school wide program is also evaluated and reviewed by the Angus SIP team. They meet multiple times per year. Students participating in our Title I program are most at risk. Their progress is evaluated regularly using DRA2 scores/data. Title I teachers use a beginning and ending DRA2 score to determine growth. In addition to the regularly scheduled DRA2 assessment window, students receiving Title I support are tested quarterly at a minimum. Data from the NWEA Assessment, easyCBM, MSTEP, district writing prompt, and content area classroom testing is reviewed for progress and to determine needs.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The SIP team meets a minimum of three times per year to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) attend SIP meetings, as well as the Title I Spring Evaluation Meeting, and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website, and at PTO meetings. They are encouraged to provide feedback which is documented and maintained by the school improvement team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Angus students will demonstrate reading knowledge at or above district, state and/or local standards based on a variety of assessment measures.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$184600
2	Angus students will demonstrate mathematical knowledge at or above district, state and/or local standards based on a variety of assessment measures.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$37300
3	Angus students will demonstrate writing proficiency at or above district, state and/or local standards based on a variety of assessment measures.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$850
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Angus students will demonstrate reading knowledge at or above district, state and/or local standards based on a variety of assessment measures.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2022 as measured by state and local assessments.

Strategy 1:

Differentiated Instruction in Reading Supported by the PLC Process - Classroom teachers in grades K-5 will provide differentiated instruction for 90 minutes daily to improve and increase reading comprehension.

Category: English/Language Arts

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., Stone, B., (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Denver Colorado: McREL

Ford, M. P. (2005). Differentiation Through Flexible Grouping: Successfully Reaching All Readers. Naperville, IL: Learning Point Associates.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3.

Abadzi, H. (Nov. 2008). Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children. International Review of Education, (54)5-6; p581-604. ERIC (EJ815887)

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Guided Reading, utilizing the concepts of Daily 5 and CAFE, in their classrooms 4-5 times per week as reflected in their Implementation Guide.	Direct Instruction	Tier 1	Evaluate	09/05/2017	06/30/2022	\$100	Title I Schoolwide	K-5 Teachers, Principal
Activity - Technology Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Angus Elementary School

Teachers will utilize Reading A to Z and it's sister program Raz Kids and Tumblebooks to provide guided reading materials to students in all grades.	Technology	Tier 1	Monitor	09/05/2017	06/30/2022	\$1000	Title I Schoolwide	K-5 Teachers, Intervention Teachers
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$300	General Fund	K-5 Teachers, Intervention Teachers, Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training, through PLC and outside agencies, on research based instructional and classroom management strategies, curriculum and assessment (Classroom Instruction That Works, MTSS, LLI, Guided Reading, Common Core, Toni Hall or other literacy coach) as well as additional literacy, technology based trainings and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$3500	General Fund, Title I Schoolwide	K-5 Teachers, Intervention Teachers, Principal
Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement science instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	General Fund	Classroom Teachers
Activity - Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement Social Studies instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	General Fund	Classroom Teachers

Strategy 2:

Staff will support research-based Tier II/III intervention strategies within an MTSS model - Title 1 teacher(s), Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.

Category: English/Language Arts

Research Cited: Equity Dispatch Newsletter. (2013, May). Using multi-tiered systems of support to advance educational equity. Great Lakes Equity Center.

Goodman, S. (2006, August). MiBLSi outlines a multi-level system of support for Michigan Students. Focus on Results. Michigan Department of Education.

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Metcalfe, T. (2013). What's your plan? Accurate decision making within a multi-tier system of supports: Critical areas in tier 1. Retrieved May 11, 2013, <http://rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

Tier: Tier 3

Activity - Title 1 Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Interventionists work with students in grades K-5 to improve reading and writing skills. Groups are assessed regularly on comprehension and oral reading fluency. Groups are modified based on changes in skill. Reading intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of guided reading and other interventions as determined by need. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 3	Monitor	09/05/2017	06/30/2022	\$88000	Title I Schoolwide	Title 1 Intervention Teacher(s)
Activity - Language Acquisition Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition Teacher, along with the appropriate support staff, will schedule additional sessions with at risk ELL students reading below grade level to provide them with additional instructional time and oral language activities (i.e. Mondo, Story Champs, etc).	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/05/2017	06/30/2022	\$88000	Title III	Language Acquisition Teacher, Language Acquisition Support Staff
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention to students in grades K - 5 and offer extended learning opportunities which could include tutoring, academic support assemblies and parent nights.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$2000	Title I Schoolwide	K-5 Teachers, Intervention Teachers, Principal

Strategy 3:

Positive Behavior Intervention and Supports - Staff will implement a school-wide positive behavior intervention plan focused on increasing effective use of instructional time.

School Improvement Plan

Angus Elementary School

Category: School Culture

Research Cited: Buxton, R. (2008). Michigan's behavior and literacy support initiative: School psychologist's role. *Communique*, 36, 8.

Dunlap, K., Goodman, S., McEnvoy, C., & Paris, F. (2010). *Schoolwide positive behavior support: Implementation Guide*. Michigan Department of Education.

Tier: Tier 1

Activity - SOAR Rewards and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 2	Implement	09/05/2017	06/30/2022	\$1000	General Fund	K-5 Teachers, Principal
Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will be trained on the philosophy and implementation of PBIS with in-house activities and Cultures of Thinking training and training from the MISD.	Materials, Professional Learning, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/30/2022	\$500	General Fund	K-5 Teachers, Intervention Teachers, Support Staff, Principal

Goal 2: Angus students will demonstrate mathematical knowledge at or above district, state and/or local standards based on a variety of assessment measures.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Mathematics by 06/30/2022 as measured by state and local assessments.

Strategy 1:

Differentiated Instruction in Math Supported by the PLC Process - Teachers in grades K-5 will provide differentiated instruction 3 times per week to improve and increase math comprehension.

Category: Mathematics

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., Stone, B., (2012). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition*. Denver Colorado: McREL

School Improvement Plan

Angus Elementary School

Williams, Lori. Teaching Children Mathematics Tiering and Scaffolding: Two strategies for providing Access to Important Mathematics. February 2008, volume 14, issue 6, page 324

Tier: Tier 1

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$0	General Fund	K-5 Teachers, Intervention Teachers, Principal
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Number Talks in their classrooms at least 4 times per week.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$1000	General Fund	K-5 Teachers, Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training, through PLC and outside agencies, on research based instructional and classroom management strategies, curriculum and assessment (Classroom Instruction That Works, MTSS, Guided Math, Common Core, Number Talks, Math Literacy) as well as additional mathematics, technology based trainings, and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$500	General Fund	K-5 Teachers, Intervention Teachers, Principal
Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various materials needed for Math curriculum implementation.	Materials	Tier 1	Implement	09/05/2017	06/30/2022	\$500	General Fund	K-5 Teachers, Principal
Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement science instruction and content within their Math Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	General Fund	Classroom Teachers

School Improvement Plan

Angus Elementary School

Strategy 2:

Staff will support research-based Tier II/III intervention strategies within an MTSS model - Title 1 teacher(s), Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.

Category: Mathematics

Research Cited: Equity Dispatch Newsletter. (2013, May). Using multi-tiered systems of support to advance educational equity. Great Lakes Equity Center.

Goodman, S. (2006, August). MiBLSi outlines a multi-level system of support for Michigan Students. Focus on Results. Michigan Department of Education.

Metcalfe, T. (2013). What's your plan? Accurate decision making within a multi-tier system of supports: Critical areas in tier 1. Retrieved May 11, 2013, <http://rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

Tier: Tier 2

Activity - Title 1 Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Interventionists work with students in grades K-5 to improve math skills. Groups are assessed regularly on comprehension. Groups are modified based on changes in skill. Math intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of math. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 2	Implement	09/05/2017	06/30/2022	\$35200	Title I Schoolwide	Title 1 Intervention Teacher(s)
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention to students in grades K - 5 and offer extended learning opportunities which could include tutoring, assemblies, and parent nights.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Intervention Teachers, Principal
Activity - Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various materials to assist with the implementation of Math curriculum (including, but not limited to, Zearn.org, TenMarks.com, IXL.com, etc.)	Technology	Tier 2	Implement	09/05/2017	06/30/2022	\$0	Title I Schoolwide	Intervention Teachers Classroom Teachers Principal

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Strategy 3:

Positive Behavior Intervention and Supports - Staff will implement a school-wide positive behavior intervention plan focused on increasing effective use of instructional time.

Category: School Culture

Research Cited: Dunlap, K., Goodman, S., McEnvoy, C., & Paris, F. (2010). Schoolwide positive behavior support: Implementation Guide. Michigan Department of Education.

Tier: Tier 1

Activity - SOAR Rewards and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 2	Implement	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Principal
Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the philosophy and implementation of PBIS.	Professional Learning	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Intervention Teachers, Support Staff, Principal

Goal 3: Angus students will demonstrate writing proficiency at or above district, state and/or local standards based on a variety of assessment measures.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of writing in English Language Arts by 06/30/2022 as measured by state and local assessments.

Strategy 1:

Differentiated Instruction in Writing Supported by the PLC Process - Classroom teachers in grades K-5 will provide differentiated instruction in Language Arts for 90 minutes daily to help improve and increase writing across the curriculum.

Category: English/Language Arts

SY 2017-2018

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Research Cited: Anderson, Emily, et al. The Influence of Embedded Word-Study Instruction, Social Context, and Motivation of Children's Independent Reading and Writing: A Case Study of 3 First-Graders. Reading Research Report No. 65. 1996. National Reading Research Center, Athens, GA

Dean, C. B., Hubbell, E. R., Pitler, H., Stone, B., (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Denver Colorado: McREL

Leipzig, D. H. (2000). The Knowledge Base for Word Study: What Teachers Need to Know. Scientific Studies of Reading, 11(2), 105-131.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district level training within a PLC model, as well as training available from outside agencies, to develop word study skills/strategies and become more familiar with curriculum and assessments (Classroom Instruction That Works, MTSS, Common Core, Writer's Workshop, Smarter Balanced) including additional writing, technology based trainings and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$250	General Fund	K-5 Teachers, Intervention Teachers, Principal
Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in word study activities, including but not limited to: Sitton Spelling, Words Their Way, and Benchmark Literacy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$200	General Fund	Intervention Teachers, K-5 Teachers, Principal
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$0	General Fund	K-5 Teachers, Intervention Teachers, Principal
Activity - Writer's Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will work with students to provide resource binders that support the writer's workshop concepts.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$200	General Fund	K-5 Teachers, Intervention Teachers, Principal
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Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement Science instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	General Fund	Classroom Teachers

Activity - Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement Social Studies instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	General Fund	Classroom Teachers

Strategy 2:

Staff will support research-based Tier II/III intervention strategies within an MTSS model - Title 1 teacher(s), Language Acquisition teacher, and Special Education staff will provide a double dose of direct instruction. Frequency and duration will be determined as appropriate for the needs of individual students.

Category: English/Language Arts

Research Cited: Equity Dispatch Newsletter. (2013, May). Using multi-tiered systems of support to advance educational equity. Great Lakes Equity Center.

Goodman, S. (2006, August). MiBLSi outlines a multi-level system of support for Michigan Students. Focus on Results. Michigan Department of Education.

Metcalf, T. (2013). What's your plan? Accurate decision making within a multi-tier system of supports: Critical areas in tier 1. Retrieved May 11, 2013, <http://rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

Tier: Tier 2

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and execute an evening activity to engage parents and students in summer and after school learning activities including assemblies, parent nights, a visit from an author, and a district writing celebration.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Intervention Teachers, Principal

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Activity - Title 1 Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Interventionists work with students in grades K-5 to improve reading and writing skills. Groups are assessed regularly on comprehension and oral reading fluency. Groups are modified based on changes in skill. Intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of direct instruction. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/30/2022	\$0	Title I Schoolwide	Title 1 Intervention Teachers,

Activity - Language Acquisition Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition Teacher, along with the appropriate support staff, will schedule additional sessions with at risk ELL students reading below grade level to provide them with additional instructional time and oral language activities (i.e. Mondo, Story Champs, etc).	Direct Instruction	Tier 2	Monitor	09/05/2017	06/30/2022	\$0	Title III	Language Acquisition Teacher and Support Staff

Strategy 3:

Positive Behavior Intervention and Supports - Staff will implement a school-wide positive behavior intervention plan focused on increasing effective use of instructional time.

Category: School Culture

Research Cited: Buxton, R. (2008). Michigan's behavior and literacy support initiative: School psychologist's role. *Communique*, 36, 8.

Dunlap, K., Goodman, S., McEnvoy, C., & Paris, F. (2010). *Schoolwide positive behavior support: Implementation Guide*. Michigan Department of Education.

Tier: Tier 1

Activity - SOAR Rewards and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 1	Implement	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Principal

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained on the philosophy and implementation of PBIS.	Professional Learning	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	Title I Schoolwide	K-5 Teachers, Intervention Teachers, Support Staff, Principal
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Goal 4: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/30/2022 as measured by completion of district provided feedback forms that will reflect the outcomes of staff discussion.

Strategy 1:

PLC - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. (NEW Strategy; expectation is all schools embed this strategy into their revised SIP)

PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement

Category:

Research Cited: Research: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments) PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/30/2022	\$0	General Fund	Building principal and staff
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementa tion	Tier 1	Implement	09/05/2017	06/30/2022	\$0	General Fund	Building principal and staff

Activity - Monitoring of Adult Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	General Fund	Building principal and staff

Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/05/2017	06/30/2022	\$0	General Fund	Building principal and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition Groups	Language Acquisition Teacher, along with the appropriate support staff, will schedule additional sessions with at risk ELL students reading below grade level to provide them with additional instructional time and oral language activities (i.e. Mondo, Story Champs, etc).	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/05/2017	06/30/2022	\$88000	Language Acquisition Teacher, Language Acquisition Support Staff
Language Acquisition Groups	Language Acquisition Teacher, along with the appropriate support staff, will schedule additional sessions with at risk ELL students reading below grade level to provide them with additional instructional time and oral language activities (i.e. Mondo, Story Champs, etc).	Direct Instruction	Tier 2	Monitor	09/05/2017	06/30/2022	\$0	Language Acquisition Teacher and Support Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Notebook	Teachers will work with students to provide resource binders that support the writer's workshop concepts.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$200	K-5 Teachers, Intervention Teachers, Principal
Social Studies Instruction	Classroom teachers will implement Social Studies instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	Classroom Teachers
Social Studies Instruction	Classroom teachers will implement Social Studies instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	Classroom Teachers
Professional Development	Teachers will receive training, through PLC and outside agencies, on research based instructional and classroom management strategies, curriculum and assessment (Classroom Instruction That Works, MTSS, Guided Math, Common Core, Number Talks, Math Literacy) as well as additional mathematics, technology based trainings, and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$500	K-5 Teachers, Intervention Teachers, Principal

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Classroom Instruction That Works	Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$300	K-5 Teachers, Intervention Teachers, Principal
Word Study	Students will participate in word study activities, including but not limited to: Sitton Spelling, Words Their Way, and Benchmark Literacy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$200	Intervention Teachers, K-5 Teachers, Principal
Monitoring of Adult Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	Building principal and staff
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/05/2017	06/30/2022	\$0	Building principal and staff
Number Talks	Teachers will implement Number Talks in their classrooms at least 4 times per week.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$1000	K-5 Teachers, Principal
PBIS Training	Staff and students will be trained on the philosophy and implementation of PBIS with in-house activities and Cultures of Thinking training and training from the MISD.	Materials, Professional Learning, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/30/2022	\$500	K-5 Teachers, Intervention Teachers, Support Staff, Principal
Professional Development	Teachers will receive training, through PLC and outside agencies, on research based instructional and classroom management strategies, curriculum and assessment (Classroom Instruction That Works, MTSS, LLI, Guided Reading, Common Core, Toni Hall or other literacy coach) as well as additional literacy, technology based trainings and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$1500	K-5 Teachers, Intervention Teachers, Principal

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Readiness	High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments) PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/30/2022	\$0	Building principal and staff
Professional Development	Teachers will participate in district level training within a PLC model, as well as training available from outside agencies, to develop word study skills/strategies and become more familiar with curriculum and assessments (Classroom Instruction That Works, MTSS, Common Core, Writer's Workshop, Smarter Balanced) including additional writing, technology based trainings and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$250	K-5 Teachers, Intervention Teachers, Principal
Classroom Instruction That Works	Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Principal
SOAR Rewards and Materials	Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 2	Implement	09/05/2017	06/30/2022	\$1000	K-5 Teachers, Principal
Science Instruction	Classroom teachers will implement science instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	Classroom Teachers
Classroom Instruction That Works	Teachers will implement research based instructional and classroom management strategies for all students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Principal
Implementation	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	09/05/2017	06/30/2022	\$0	Building principal and staff
Math Manipulatives	Various materials needed for Math curriculum implementation.	Materials	Tier 1	Implement	09/05/2017	06/30/2022	\$500	K-5 Teachers, Principal

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Science Instruction	Classroom teachers will implement science instruction and content within their Math Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	Classroom Teachers
Science Instruction	Classroom teachers will implement Science instruction and content within their ELA Block.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2022	\$100	Classroom Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SOAR Rewards and Materials	Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 2	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Principal
Technology Supports	Teachers will utilize Reading A to Z and it's sister program Raz Kids and Tumblebooks to provide guided reading materials to students in all grades.	Technology	Tier 1	Monitor	09/05/2017	06/30/2022	\$1000	K-5 Teachers, Intervention Teachers
Professional Development	Teachers will receive training, through PLC and outside agencies, on research based instructional and classroom management strategies, curriculum and assessment (Classroom Instruction That Works, MTSS, LLI, Guided Reading, Common Core, Toni Hall or other literacy coach) as well as additional literacy, technology based trainings and peer visits.	Professional Learning	Tier 1	Implement	09/05/2017	06/30/2022	\$2000	K-5 Teachers, Intervention Teachers, Principal
Math Technology	Various materials to assist with the implementation of Math curriculum (including, but not limited to, Zearn.org, TenMarks.com, IXL.com, etc.)	Technology	Tier 2	Implement	09/05/2017	06/30/2022	\$0	Intervention Teachers Classroom Teachers Principal
Title 1 Intervention Groups	Title I Interventionists work with students in grades K-5 to improve reading and writing skills. Groups are assessed regularly on comprehension and oral reading fluency. Groups are modified based on changes in skill. Intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of direct instruction. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/30/2022	\$0	Title 1 Intervention Teachers,
Guided Reading	Teachers will implement Guided Reading, utilizing the concepts of Daily 5 and CAFE, in their classrooms 4-5 times per week as reflected in their Implementation Guide.	Direct Instruction	Tier 1	Evaluate	09/05/2017	06/30/2022	\$100	K-5 Teachers, Principal

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Extended Learning Opportunities	Teachers will provide intervention to students in grades K - 5 and offer extended learning opportunities which could include tutoring, academic support assemblies and parent nights.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$2000	K-5 Teachers, Intervention Teachers, Principal
Title 1 Intervention Groups	Title I Interventionists work with students in grades K-5 to improve math skills. Groups are assessed regularly on comprehension. Groups are modified based on changes in skill. Math intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of math. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 2	Implement	09/05/2017	06/30/2022	\$35200	Title 1 Intervention Teacher(s)
PBIS Training	Staff will be trained on the philosophy and implementation of PBIS.	Professional Learning	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Support Staff, Principal
PBIS Training	Staff will be trained on the philosophy and implementation of PBIS.	Professional Learning	Tier 1	Monitor	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Support Staff, Principal
Title 1 Intervention Groups	Title I Interventionists work with students in grades K-5 to improve reading and writing skills. Groups are assessed regularly on comprehension and oral reading fluency. Groups are modified based on changes in skill. Reading intervention is in addition to classroom instruction in order to provide those students who are below expectation to receive a double dose of guided reading and other interventions as determined by need. Intervention staff work in concert with classroom teachers.	Direct Instruction	Tier 3	Monitor	09/05/2017	06/30/2022	\$88000	Title 1 Intervention Teacher(s)
Extended Learning Opportunities	Teachers will plan and execute an evening activity to engage parents and students in summer and after school learning activities including assemblies, parent nights, a visit from an author, and a district writing celebration.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Principal
SOAR Rewards and Materials	Staff will recognize students in their classroom who consistently demonstrate target behaviors. These students will be recognized through visuals, raffles, and special privileges.	Materials	Tier 1	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Principal

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Extended Learning Opportunities	Teachers will provide intervention to students in grades K - 5 and offer extended learning opportunities which could include tutoring, assemblies, and parent nights.	Academic Support Program	Tier 2	Implement	09/05/2017	06/30/2022	\$0	K-5 Teachers, Intervention Teachers, Principal
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