School Improvement Plan

Green Acres Elementary School

Warren Consolidated Schools

Mrs. Stacey Byle, Principal
4655 Holmes
Warren, MI 48092

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Improvement Plan Stakeholder Involvement

Introduction 9

Improvement Planning Process 10

School Data Analysis

Introduction 12

Demographic Data 13

Process Data 16

Achievement/Outcome Data 19

Perception Data 24

Summary 27

School Additional Requirements Diagnostic

Introduction 30

School Additional Requirements Diagnostic 31

Title I Schoolwide Diagnostic

Introduction 34

Component 1: Comprehensive Needs Assessment 35

Component 2: Schoolwide Reform Strategies 38

Component 3: Instruction by Highly Qualified Staff 41

Component 4: Strategies to Attract Highly Qualified Teachers 42

Component 5: High Quality and Ongoing Professional Development 44

Component 6: Strategies to Increase Parental Involvement 45

Component 7: Preschool Transition Strategies 49

Component 8: Teacher Participation in Making Assessment Decisions 50

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 51

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources . . . 53

Evaluation: 57

Green Acres Elememtary 2016-2017

Overview 61

Goals Summary 62

Goal 1: All students will continue to achieve at or above District and State Standards in the area of math. 63

Goal 2: Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies. 66

Goal 3: All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies. 79
Goal 4: Professional Learning Community 84

Activity Summary by Funding Source 86

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.

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Executive Summary

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Introduction

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

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

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Description of the School

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

Green Acres Elementary school has approximately 550 students K-5. Green Acres Elementary is located in Warren, MI in a suburban area of Metro Detroit. The community is a blue collar, middle class community. Economically the community struggles with job stability which has been a major change with the families due to the fact that many of them are employed by the major car industry. The unique features of Green Acres are that the staff has remained consistent; the average years of teachers teaching at Green Acres is 15 years. The two major challenges we face are the mobility of students moving in and out of the school area and the change in demographics of the student population. The population of the school has increased for by approximately 20 students for the 2015-2016 school year. There continues to be an increase of bilingual students entering the school with limited English skills and an increase with economically disadvantaged students.

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School's Purpose

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

Vision Statement: The Green Acres Community, along with parents, staff, and students commit to nurturing lifelong learners.

Mission Statement: The Green Acres Elementary staff believes that all students will achieve. A desire to learn will be fostered in the school's environment. Green Acres provides a safe, encouraging and nurturing environment for all students to succeed. We commit to a positive future for all of our students.

Beliefs Statement:
*We are committed to promote high achievement for all students.
*We will ensure a respectful and communicative network between staff, students, parents, and community.
*We will support and care for one another and build positive relationships within our community.
*We will expect and model repsectful behaviors from everyone in the Green Acres community.
*We will commit to open and honest collaboration.
*We will ensure students learn the appropriate Grade Level Expectations and concepts.
*We will provide interventions for students who are not learning essential concepts.
*We will provide extensions for students who already have mastered essential concepts.
*We will ensure a clean and safe environment which promotes learning.

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Notable Achievements and Areas of Improvement

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

Notable achievements:
Maintianing standardized testing scores
Increase in DRA assessment scores
School Wide Title One Program
Beginning initiative/implementation of MTSS
Green Acres is a Macomb County Green School
Strong PTO involvement and support

Areas of Improvement in the past 3 years:
Student achievement has stayed consistent or increased over the past 5 years
Progress has been made by the majority of students in the area of reading; assessed by DRA

Areas of improvement the school is striving to achieve:
Increase comprehension in the areas of reading, math, science, and social studies
Students will achieve at state and district standards with basic math facts
Improve in written expression through all subject areas

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Additional Information

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

Green Acres students continue to make progress in academic areas K-5.
Stakeholder input continues to be positive.

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

The stakeholders are involved in the planning, design, monitoring and evaluation of this institutions improvement plan
*through collaboration on writing the mission/vision for the school
*by attending PLC meetings
*By printing out Data Director information and reviewing it to determine students needs
*by attending staff meetings
*holding weekly team meetings to determine student needs and share teaching strategies

The school improvement team meets with teaching staff once a month at PLCs and/or staff meetings to determine the effectiveness of the current school wide plan and makes recommendations about revisions to the plan. Stakeholders are asked to volunteer on a committee, are informed of their responsibilities during meetings and are asked for input. Meetings are typically scheduled during the school day, however, some meetings are scheduled after school. Notes are kept to inform stakeholders of the meeting minutes. Stakeholders have the opportunity to share their concerns and offer suggestions for possible changes to improve the school's plan.

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

The school improvement team meets with staff members once a month to determine the effectiveness of the current school wide plan and makes recommendations about the revisions to the plan. Stakeholders are asked to volunteer on a committee, are informed of their responsibilities during meetings and are asked for input. Responsibilities of the stakeholders are to attend meetings, ask questions, and give input to the creation of the SIP plan. Meetings are typically scheduled during the school day, however, some meetings are scheduled after school and notes are kept to inform stakeholders of the meeting minutes. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the school's plan. The SIP chairs consider all ideas from stakeholders when updating the plan for the new school year.

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

The final improvement plan is communicated to all stakeholders through: the school website, newsletters, visually displayed in the school and communication from school staff to stakeholders. These forms of communication are updated on an as needed basis.

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School Data Analysis

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Introduction

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

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Demographic Data

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

Student Demographic Data

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

Based on student enrollment data, we have found an increase in economically disadvantaged and ESL students. The challenge we face with these students is that they are not making gains with basic classroom instruction. To supplement the curriculum and enhance learning with these students strategies such as guided reading, writing and math groups, flexible grouping, differentiated instruction, modified assignments, the Daily Five, & MTSS are being implemented. Students who do not make gains within these classroom interventions and fall into the at-risk category qualify for Title I and/or Language Acquisition support. Interventions such as "double dipping" for guided reading and writing are used with these students

Student Demographic Data

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

The challenges Green Acres faces based on student attendance are those students who have 10 or more absences or are perpetually late falling below grade level academically.

Student Demographic Data

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

Green Acres has very few discipline issues. However, a few students have been sent to the office for more than one disciplinary issue. These students are typically dealt with in house rather than suspending them. However 2 students have been suspended in the 2015-2016 school year. Behavior plans are created between teachers and parents to support positive behaviors of these students.

Student Demographic Data

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

The following actions will take place to support the challenges:
Supplementing the curriculum and enhancing student learning with strategies such as guided reading, writing and/or math groups, flexible grouping, differentiated instruction, modified assignments, the Daily Five, & MTSS are being implemented. Students who do not make gains within these classroom interventions and fall into the at-risk category qualify for Title I and/or Language Acquisition support. Interventions such as "double dipping" for guided reading and writing are used with these students.

Green Acres also has evening opportunities for our at-risk students and their families. Students and families can attend Title I nights

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designed to support learning and the core curriculum. Our Raz Kids subscriptions include all kindergarten, first and second graders as well as resource room students. Upper elementary students have access per parent request.

Teacher/School Leader(s) Demographic Data

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

The principal at Green Acres has over 20 years of experience in education to include the classroom and administrative positions. She is able to guide teachers in teaching strategies that will have a positive impact on student achievement. In the 2015-2016 school year 90.9% of our students have met or exceeded their growth target as established by the IOWA assessment.

Teacher/School Leader(s) Demographic Data

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

Fifty-four percent of the teachers at Green Acres have been teaching for 15 or more years. Another 25 percent have been teaching for 11-15 years. Teacher experience, knowledge of curriculum, and individual strength of staff members creates a learning environment based on best practices. Ninety-one percent of our teachers have pursued a masters degree or beyond. Some teachers have obtained higher degrees in specialized areas. This staff has worked together for an average of 10 years. Teachers are placed in grade level teams in which they can be most effective. This allows for teachers to team teach in areas of their expertise which positively impacts student achievement.

Teacher/School Leader(s) Demographic Data

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

Looking back at the number absences teachers were out 463 days for personal leave purposes and 144 days for professional development. Teacher absences due to professional development ultimately support student achievement. Teacher absences due to personal illness were mainly due to three maternity leave and one medical leave. In all of these circumstances the students had a consistent substitute for the duration of the absence.

Teacher/School Leader(s) Demographic Data

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

Teacher absences due to professional development ultimately support student achievement. This year the district has again provided Green Acres two consistent building substitutes. Often teachers try to get the same substitute for their classroom when they are absent to provide as much consistency as possible when absences are necessary. Substitutes are certified teachers and lessons continue to follow the core curriculum on days when the teacher is not in class.

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Teacher/School Leader(s) Demographic Data

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

The biggest challenge facing Green Acres is the number of personal absences. Due to the nature of the absences such as maternity leaves and other medical leaves we can continue to request the district to provide building substitutes and encourage teachers to arrange for long term absences to the best of their ability.

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Process Data

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

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

In review the report summary of the Interim Self Assessment our overall score was a 3.24 with four being the highest possible score. The standards that stand our as our strengths are Standard 1 Purpose and Direction, Standard 2 Governance and Leadership, and Standard 3 Teaching and Assessing for Learning.

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

Standard 4 Resources and Support systems stand out as our challenges. Well this is our lowest score it has an average of 2.86. The specific areas within this standard is having a technology infrastructure to support the schools teaching, learning, and operational needs. With all of the required on line testing students do not have adequate access to the computer lab. Due to federal budget cuts Title I support was decreased from a full time teacher and a .5 aid in the 2014-2015 school year to a .8 teacher with no additional support in the 2015-2016 school year. In addition the teacher consultant is shared with Wilde Elementary.

12. How might these challenges impact student achievement?

Students who would benefit from additional reading and math support are missing out on the opportunity for direct additional instruction from highly qualified teachers. Additionally, students are missing out on opportunities to explore technology in the computer lab due to the scheduling of required on line testing. Student achievement may be compromised because students are lacking adequate time to learn research skills, practice keyboarding, and work at their own levels with online programs such as Raz Kids.

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

Teachers have been applying and approved for grants to purchase tablets to add to the available technology. This additional technology will support our goals and provide more opportunities for individualized or differentiated practice of skills in the classroom. It is also in the plan to use Title I money to purchase additional sets of tablets for classroom use. Title I funds are projected to allow for a full time teacher as well as a .2 (one day) teacher in the 2016-2017 school year. Title I funds will continue to support the growth of classroom libraries so that students have more cross curriculum, developmentally appropriate reading material available for their use.

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

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All students, including students with disabilities, have an opportunity to participate in the activities offered at Green Acres. We are in the third year of implementing an MTSS program, which affects all of our children and their learning. Students with disabilities are identified and recommended for interventions to benefit and increase their academic learning. These interventions take place in the general education classrooms, resource room, and Title I and ELL classrooms. All of our intervention programs are based on student needs and all students, including students with disabilities, have full access in participating. Assisstive technology is used with students as needed.

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

All student in grades K-5 who are working below grade level, and considered to be at-risk, may work with the Title I teacher, ELL teacher, ELL aide, teacher consultant, or other support staff.

Three Title I nights are planned throughout the year to provide extended learning opportunities for all students and their families. The parent involvement plan provides other opportunities and activities in which families can get involved.

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

Teacher observation along with classroom assessments are key to determining students who may be in need of additional support services. Teachers and Title I teacher staff also examine DRA2 scores as well as MSTEP and IOWA scores to find areas of weakness. Teachers may fill out a child study form and meet with the child study team to determine possible routes of intervention.

The school informs students and parents of Extended Learning Opportunities by the following communication pieces:
Invitations to activities
Remind
Letters home explaining the programs offered
School website, teacher & grade level links
Weekly Newsletters
Phone calls to parents by classroom teachers, Language Acquisition teacher, Title I Teacher and principal
Title I parent information meetings

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

Teachers are required to turn in lesson plans with the common core standards attached to each subject area. Teachers are also required to monitor student progress in reading and math using a progress monitoring log.

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

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NA

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Achievement/Outcome Data

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

19a. Reading- Strengths

Reading strengths include decoding, fluency and word analysis.

19b. Reading- Challenges

Reading challenges include comprehension of non fiction texts, vocabulary and extended reasoning.

19c. Reading- Trends

Students continue to show growth in their DRA2 levels. This is consistent with meeting their growth target on the IOWA test.

19d. Reading- Summary

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

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Through our strategies, which are indicated in the school improvement plan, teachers will use guided reading and Daily 5, MTSS, Thinking Maps and Close and Critical Reading to address the challenges of helping students to improve both comprehension and vocabulary.

20a. Writing- Strengths

Through Close and Critical reading strategies, students are better able to extract the main idea and supporting details to take a stand and support their position in a writing piece.

20b. Writing- Challenges

The use of writing conventions and organization are challenges for students at Green Acres.

20c. Writing- Trends

Our school wide data indicates an upward trend in writing scores over the past 3 years since the K-5 implementation of Close and Critical Reading, Writer's Workshop and Thinking Maps.

20d. Writing- Summary

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

Through our strategies, which are indicated in the school improvement plan, teachers will use Daily 5, differentiated instruction, Close and Critical Reading and Writer's Workshop to address the challenges of helping students to improve writing. The use of Thinking Maps can also be a tool used to support students in organizing their thoughts when writing.

21a. Math- Strengths

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Green Acres students generally have a solid knowledge of grade appropriate math facts.

21b. Math- Challenges

Data indicates that students are challenged by concepts including fractions, decimals, data analysis, and problem solving.

21c. Math- Trends

Teachers have been using math journals to help build math vocabulary and problem solving strategies across grade levels. Teachers also incorporate small math groups to support struggling learners at all grade levels.

21d. Math- Summary

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

Through our strategies, which are indicated in the school improvement plan, teachers address math challenges through differentiated instruction, and small group instruction. Support is available using Title I services as well.

22a. Science- Strengths

We are currently using Battle Creek Science Curriculum across all grade levels. The Science curriculum provides multiple opportunities to explore the same concept. If students have difficulty with a concept, there are several opportunities for mastery. There are also hands-on activities to promote learning as well as opportunities to write about the concepts in science journals.

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22b. Science- Challenges

Experiments are very time consuming to set up, and execute. They often require lengthy explanations. Teachers feel that there needs to be informational text incorporated into the curriculum on the topics presented. Teachers have a teacher's guide binder for each unit, however, there are no science text books to put into the hands of students. Students are challenged by science vocabulary and comprehension. In addition, in November 2015 the state of Michigan adopted the Michigan Science Standards. We need to be sure that our curriculum is aligned with these new standards.

22c. Science- Trends

Students are better able to demonstrate knowledge of science concepts in writing due to the use of science journals. Trend data is difficult to track due to changing state and district requirements of standardized testing and common assessments.

22d. Science- Summary

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

Through our strategies, which are indicated in the school improvement plan, teachers will use guided reading, Daily 5, Differentiated Instruction, MTSS, Thinking Maps, Writer's Workshop and Close and Critical Reading to address the challenges of helping students to improve vocabulary and comprehension of science material. Warren Consolidated School has implemented Science Technology Engineering and Math (STEM) as part of the curriculum in the elementary schools. The STEM positions are math/science instructional positions that supplement classroom instruction. Students attend STEM for 40 minutes per week. STEM class will be used for lab experiences for science or math that will allow some of the set-up pieces to science kits/math experiences to happen in a specialized science/math setting.

23a. Social Studies- Strengths

Lower elementary uses big books and whole group instruction for Social Studies. Younger students enjoy the big book format. Third grade teachers feel there are good supplemental materials available to incorporate into lessons.

23b. Social Studies- Challenges

Students are challenged by social studies vocabulary and comprehension. In the upper grades, text books are too challenging for students to comprehend independently. The text books do not align with the Common Core. The content of the text heavily covers history, but does not do an adequate job of presenting concepts in economic or government. Teachers at all grade levels feel that there are not enough trade books and guided reading books in the literacy library to support the social studies curriculum.

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23c. Social Studies- Trends

Trend data is difficult to track due to changing state and district requirements of standardized testing and common assessments. Students are challenged by vocabulary and comprehension.

23d. Social Studies- Summary

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

Through our strategies, which are indicated in the school improvement plan, teachers will use guided reading, Daily 5, Differentiated Instruction, MTSS, Thinking Maps, Writer's Workshop and Close and Critical Reading to address the challenges of helping students to improve vocabulary and comprehension of social studies content. Title I funds are being used to build classroom libraries so that they include a variety of developmentally appropriate non fiction material to support goals and standards.

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Perception Data

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

24a. Student Perception Data

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

Students enjoy their daily classroom routines and are engaged in activities that support the grade level curriculum. Students have really enjoyed the new experience of STEM classes. Students feel they have strong relationships with their teachers, administration, and other staff members. The students feel the school climate is warm and
welcoming.

24b. Student Perception Data

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

Students indicated that portions of the math were difficult and they feel they need additional instruction in these areas.

24c. Student Perception Data

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

Implementation of guided math and Title One support will be provided.

25a. Parent/Guardian Perception Data

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

The majority of the parents feel that the classrooms are comfortable and support student learning. Individual needs are addressed through instruction. The majority of parents also feel they have a clear understanding of how their child performs academically and 100% feel welcomed by the staff, know what is expected of their child behaviorally based on classroom and school guidelines and feel that Green Acres is a safe, clean and orderly learning environment for their children. Overall, they are satisfied with the educational environment at Green Acres Elementary. The majority of the parents feel that the staff at Green Acres address their concerns quickly and make them feel comfortable at all times. Ninety-four percent of parents feel that there are sufficient opportunities for parental involvement.

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25b. Parent/Guardian Perception Data

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

The majority of parent responses were very positive. Attendance at PTO meetings could be improved. Only 20% of our respondents regularly attend our PTO meetings while 41% of parents have never attended a PTO meeting. While it is still the majority, one of the lower areas was with regard to the school web site. Seventy nine percent of parents feel that the school's web site is informative.

25c. Parent/Guardian Perception Data

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

The survey indicates that the majority of parents prefer text communication such as Remind. This online communication tool will be set up at the start of the next school year. Parents will be encouraged to sign up for Remind text messages at meet the teacher night, PTO meetings, fall conferences and through classroom and school newsletters. We will continue to invite families to participate in all after school events not only through Remind but using group emails, newsletters, planners and personal invitations. We will also try to get the students more excited about the evening events so that they encourage parents to attend. As a staff we can discuss ways to improve the school's web site.

26a. Teacher/Staff Perception Data

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

All teachers unanimously agree that we have a clear mission and vision and our school is committed to continuous improvement focused on improving student learning. Additionally we all agree that we hold high expectations for student learning and motivate students to do their best. We all agree that we use data and research to make informed decisions with regard to instruction and that we have many opportunities to continue to grow professionally. As a staff we feel that we collaborate well to develop instructional activities to help students learn across different subject areas and provide a variety of assessments to evaluate student learning.

26b. Teacher/Staff Perception Data

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

Positive behaviors are expected however there is not a school wide behavior plan. Teachers feel that they need more support with students with behavior issues.

26c. Teacher/Staff Perception Data

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

As a staff we will research possible in-service opportunities or professional development opportunities that support positive behaviors for all

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students. We can collaborate with other schools to get ideas for positive behavior plans.

27a. Stakeholder/Community Perception Data

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

Stakeholders feel welcome when they enter Green Acres. The building is clean and well maintained for community activities.

27b. Stakeholder/Community Perception Data

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

At times there have been conflicts with the availability of meeting spaces due to multiple activities.

27c. Stakeholder/Community Perception Data

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

We will make sure that stakeholders reserve spaces and dates as early as possible using building use forms to avoid potential conflicts.

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Summary

28a. Summary

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

Data Strengths:
-Students who have been in the building K-5 show consistent academic progress and are on grade level.
-The school is strong in the following areas: governance and leadership, purpose and direction, and teaching and assessing for learning achievement.
-Use of close and critical reading skills throughout the curriculum areas of reading, math, science and social studies.
-Positive feedback from students, staff and parents was given in the areas of building strong relationships, atmosphere of the building, commitment to student learning.

Data Challenges:
-The population of economically disadvantaged and EL students has increased and attendance rates within these subgroups are an area of concern.
-Resources and infrastructure that support achievement need to be improved; due to the lack of non-fiction support in science and social studies students struggle with comprehension and vocabulary.
-Lack of participation among families at PTO meetings where information pertinent to Green Acres is discussed.

28b. Summary

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

Student achievement may be impacted by the influx of new non-English speaking students to the building, with lack of prior knowledge and/or skills. Attendance, especially with the economically disadvantaged subgroup, is impacting student progress. Limited funding, which leads to limited resources, also impacts student achievement. When the school offers evening events that support instruction we often have low attendance by families whose students are struggling. These events support classroom instruction and low attendance and parental support can impact student achievement.

28c. Summary

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

These challenges will be addressed in the School Improvement Plan with continued implementation of close and critical reading, thinking maps, guided reading, small group and differentiated instruction. We will continue to support these activities by providing professional

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development and resources as needed.

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School Additional Requirements Diagnostic

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Introduction

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

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School Additional Requirements Diagnostic

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

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

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Chief Human Resources Officer 30300 Anita Warren, MI 48093 586-825-2400	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chief Human Resourse Officer 30300 Anita Warren, MI 48093 586-825-2400	

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

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

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

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Title I Schoolwide Diagnostic

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Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Green Acres has been involved annually with the NCA/Advanced Ed School Improvement Process. Our staff collaboratively participates in the comprehensive needs assessment during PLC and monthly staff meetings. Data reports are accessed either electronically or in paper form through Data Director, Data Manager, BAA, MI School Data, and PowerSchool. SIP strategies are monitored by the staff and monitoring logs have been created and are turned in for the SIP team to review. The school improvement team leads the analysis process during PLC meetings. The members of the school improvement team are involved in all aspects of the plan. School improvement meetings are held to provide opportunities for collaboration between staff, administration, and parents. The school improvement team used the results to complete a final alignment to ensure that all data results 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. During PLC meetings, the staff identified achievement gaps in the curriculum areas of math, reading, and writing for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies, and activities were developed by the staff. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Student achievement data that is gathered and analyzed; DRA scores, IOWA, grade level end of unit common assessments, beginning and end of year writing assessment, progress monitoring, and demographic data throughout the year during weekly Professional Learning Community (PLC) meetings. All staff was asked to analyze MSTEP data, MLPP, DRA2, District Common Assessments and individual grade level assessments during PLC times and provide written summaries. Surveys were also used to collect stakeholder feedback. Parent representative(s) are invited to be members of the School Improvement team by the SIP team. The principal explains the process for the SIP meetings during a phone conversation 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 input is used when developing the compact, the parent involvement plan, parent involvement events, and creating the SIP plan. The SIP team will seek additional input regarding the school culture, curriculum, Title I program, specific parent concerns, technology, safety, and after-school activities from parents through surveys. This information will be gathered through surveys that were sent home as well as posted online.

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?

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

Enrollment trends:
We discovered that while our overall enrollment has increased due to rezoning within the district, since 2009, there has been an increase in the number of English language learners (147 students) as well as economically disadvantaged students (337 students).

Attendance trends:
Our average student attendance across all subgroups is 95.7% daily.

Discipline trends:

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Referrals and suspensions remained a very low percentage. In 2015-2016 there were only 2 students suspended throughout the year. Referrals have also stayed to a minimum resulting with less than 10 for the school year.

Mobility trends:
There is some influx of students throughout the school year; approximately 3% incoming mobility and 1% transferring out of Green Acres Elementary.

The general conclusion shows that we continue to make progress in academic areas. Our scores continue to show students meeting growth expectations or exceeding growth expectations with state and district standards when looking at school data which includes MSTEP, IOWA, DRA and common assessment results. Stakeholder input continues to be positive.

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.

Goal 1: Math
This goal is connected to our priority needs and the needs assessment because our data shows that in the area of math problem solving there is a deficit based on achievement results: IOWA, MSTEP, common assessments, and are supported by staff and parent concerns. Specific sub groups with the largest gaps are: English Language Learners; 4th grade math 36% gap, 5th grade math 26% gap.

Goal 2: Reading: Students will improve their DRA2 levels in reading which will increase comprehension and vocabulary in the areas of reading, math, science, and social studies.
This goal is connected to our priority needs and the needs assessment because our data shows that reading comprehension and academic vocabulary are areas of deficit based on achievement results: IOWA, MSTEP, DRA, common assessment, and are supported by staff and parent concerns. Specific sub groups with the largest gaps are: English Language Learners; 3rd grade reading 43% gap, 4th grade reading 56% gap, 5th grade reading 42% gap.

Goal 3: Writing: All students will improve in written expression in language arts, math, science, and social studies.
This goal is connected to our priority needs and the needs assessment because our data shows that in written expression there areas of deficit based on achievement results: MSTEP, district common assessment, and are supported by staff and parent concerns. Specific sub groups with the largest gaps are: English language Learners; 4th grade written expression 38% gap.

The following are the Green Acres Academic Goals:
Math: All students will continue to achieve at or above district and state standards in the area of Math.
Reading: All students will improve their DRA2 levels in reading which will increase comprehension in the areas of reading, math, science, social studies.
Writing: All students will improve in written expression in language arts, math, science and social studies.

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?

Our goals continue to focus on raising students achievement in the core academic areas. Based on our data we have a better understanding of how to prioritize and address these needs. The Tier I instruction will be utilized to implement instruction for all students while the Tier II

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interventions will address specific individual student needs and will focus on our ELL and economically disadvantaged students. Each goal has been clearly written to identify the needs of all students, the needs of disadvantaged students and the needs of students in particular sub-groups that are scoring lower than the norm. The goals are aligned with the conclusions drawn from the comprehensive needs assessment. Students identified as disadvantaged due to significant achievement gaps have been identified by their non-proficient status on MSTEP and IOWA and district writing assessment and one or more years below grade level on DRA2. The sub group most in need of support are English language learners.

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Component 2: Schoolwide Reform Strategies

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

The strategies used to help all students at Green Acres reach state standards are:
-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups a minimum of 3 times per week, more if a student is below grade level.
-Differentiated instruction is used for all Tier I students in both reading an math. Teachers will utilize guided reading groups to improve fluency, accuracy and comprehension thereby increasing student reading levels.
-Teachers provide additional small group instruction in math when students are struggling with the content. Groups are fluid and monitored monthly.
-The ELL teacher and aid provide additional small group instruction to second language learners. Activities may include LLI instruction, Systematic Sight Word Instruction, (SSI), MONDO charts, use of the Oral Language Development Series, and/or written language development based on students' needs. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.
-Knowledge of basic math facts is encouraged so that students can recall facts quickly and accurately.
-Title I program: A highly qualified Title I teacher provides small group instruction to those students based on specific criteria set for reading and writing using Leveled Literacy Intervention and the Rewards program to support decoding, word recognition, and rate development strategies.
-Daily Five is used as a framework for Language arts delivery to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities.
-Thinking Maps are used with applicable lessons to promote better understanding of content being presented. All Green Acres teachers attended Thinking Map training during three of our PLC sessions during the 2013-2014 school year, and reviews have been presented in the years since.
-MTSS (Tier I & Tier II) Teachers and support staff work together during PLC meeting times to identify students that are performing at Tier I and Tier II levels, and determine the support that will best benefit those Tier II students.
Writer's Workshop is incorporated into the Language Arts block of instruction in all classrooms. Lessons are taken from MAISA units and will align with the Common Core.
KPALS - ELL teachers use KPALS with Kindergarten students to improve phonemic awareness as well as knowledge of letter names and sounds.

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).

Reading and Writing:
-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups a minimum of 3 times per week, more if a student is below grade level.
- A highly qualified Title I teacher provides small group instruction, using Leveled Literacy Intervention to those students based on specific criteria set for reading and writing. Students meet 2-5 times per week for approximately 30 minutes above and beyond the classroom guided

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reading block. LLI provides specific instruction in reading, word work and provides opportunities for students to demonstrate comprehension through writing. REWARDS supports upper level students with decoding strategies to help improve word recognition and fluency.
-The ELL teacher and aid also provide small group instruction to second language learners. Activities are based on students' needs and may include Leveled Literacy Intervention (LLI), Systematic Sight Word Instruction (SSI), MONDO Charts, or use of the Oral Language Development Series. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.
-Daily Five is used as a framework for the 90 minute Language arts block to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities

Math:
-Teachers provide additional daily small group instruction in math following a whole group presentation when students are struggling with the content. Groups are fluid, based on students' classroom performance, and are monitored monthly.

Social Studies and Science:
From McRel's Classroom Instruction that Works, our strategy of using Thinking Maps will allow students to access science and social studies content through more than just the written word. Students will receive instruction that includes the use of pictures, charts, graphs, manipulatives,and/or graphic organizers. Qualitatively, students will interact with this content visually and concretely, prior to interacting with it textually and abstractly. This will enrich the educational experience for both at-risk students, and non-at-risk students as instruction becomes more visually oriented and concrete, in all content areas.

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

Research-based reform strategies are included in the MTSS program that Green Acres is currently implementing at the Tier I & Tier II levels. Such strategies include: LLI reading program, REWARDS, SSI, MONDO Charts, Oral Language Development Series, RAZ Kids, Close and Critical Reading, small group instruction, as well as guided reading and math instruction. These strategies align with the comprehensive needs assessment in that we are supporting student individual needs in the areas of reading and math. This also extends across all curriculum areas to include Social Studies and Science.

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 strategies used to help all students at Green Acres reach state standards are:
-Guided Reading is used as an instructional method so that students will read in small groups using books that are at their developmental level. Teachers will monitor guided reading levels throughout the year. Teachers will meet with guided reading groups a minimum of 3 times per week, more if a student is below grade level.
-Differentiated instruction is used for all Tier I students in both reading an math. Teachers will utilize guided reading groups to improve fluency, accuracy and comprehension thereby increasing student reading levels.
-Teachers provide additional small group instruction in math when students are struggling with the content. Groups are fluid and monitored monthly.

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-The ELL teacher and aid provide additional small group instruction to second language learners. Activities may include LLI instruction, oral and/or written language development based on students' needs. These half hour blocks of intervention are above and beyond the regular language arts block and are meant to provide opportunities for additional language immersion for our ELL students.
-Knowledge of basic math facts is encouraged so that students can recall facts quickly and accurately.
-Title I program: A highly qualified Title I teacher provides small group instruction to those students based on specific criteria set for reading and writing.
-Daily Five is used as a framework for Language arts delivery to allow teachers to work with small groups of students while the remainder of the class works independently on specific language arts activities.
-Thinking Maps are used with applicable lessons to promote better understanding of content being presented. All Green Acres teachers attended Thinking Map training during three of our PLC sessions during the 2013-2014 school year.
-MTSS (Tier I & Tier II) Teachers and support staff work together during PLC meeting times to identify students that are performing at Tier I and Tier II levels, and determine the support that will best benefit those Tier II students.
Writer's Workshop is incorporated into the Language Arts block of instruction in all classrooms. Lessons are taken from MAISA units and will align with the Common Core.
- The Leveled Literacy Intervention program is used by the Title I and ELL teachers to support reading with Tier II students.
- Title I uses the REWARDS program to support word recognition and fluency.
KPALS - ELL teachers use KPALS with Kindergarten students to improve phonemic awareness as well as knowledge of letter names and sounds.

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

Student data is monitored throughout the year during the PLC process, grade-level meetings, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. Data Director reports are available which contain MSTEP, IOWA, DRA, and district writing assessment data. This is supplemented with classroom grades accessible through power school. Data analysis is a regular part of PLC meetings where intervention staff and general staff come together to determine any academic impact for students, and make adjustments for students as needed.

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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 paraprofessionals at Green Acres 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 Resources 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	All teachers at Green Acres 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 Resources Department monitors the personnel files for accuracy.	

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Component 4: Strategies to Attract Highly Qualified Teachers

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

There are 5 out of 36 teachers and/or support staff that are new to Green Acres. Many teachers bid into Green Acres and stay to finish out their teaching career. Turnovers are caused by retirement and/or surplussing by the district.

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

The Green Acres staff has an average of 16 years of teaching experience. The average number of years that current teachers have been assigned to this school is 10 years.

Our staff at Green Acres consists of 36 teachers (20 classroom teachers, 9 allied arts teachers, and 7 support staff - ELL, Resource Room and Title I, Teacher Consultant, Social Worker, Speech Pathologist

Of a staff of 36 teachers
8% have 0-5 years of experience
11% have 6-10 years of experience
25% have 11-15 years of experience
28% have 16-20 years of experience
28% have more than 20 years of experience

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

There is a great deal of cohesiveness among the staff. Grade levels work well as teams and there is tremendous support from the principal with regard to implementation of programs and activities. Sixty-nine percent of Green Acres teachers have spent the majority, if not all, of their WCS teaching careers at Green Acres.

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 Dept. and the Superintendent.
Warren Consolidated offers the following to attract prospective candidates:

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- District Wide Accreditation by AdvancED
- Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
- District Mentoring System
- New Teacher Academy provided by Macomb Intermediate School District
- Curriculum Steering Committee and professional staff development funding for teachers
- Competitive salary and benefits package
- Classroom computer, interactive whiteboard projector system, MediaCast, and email system for each staff member
- Curriculum Specialists to support classroom teachers
- Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
- Media centers with full-time media specialists in each building; distance learning programs
- Full-time Instructional Technology department and tech support
- Newly renovated schools
- 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?

Not applicable.

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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.

Warren Consolidated and the Green Acres administration fully supports and encourages teachers to attend continuous and ongoing professional development. We fully expect that this trend will continue into the 2016-17 school year. Teachers have indicated they would like more information regarding the M-STEP, additional suggestions of instructional strategies to support the Common Core in Language Arts and Math, MTSS strategies for Tiers II and III, and support in the area of Science. All staff will be provided continued instruction on Research Based Guided Reading Coaching. One teacher from each grade level (K-2) will be continuing to attend an MISD workshop, Supporting the Implementation of the WCS Math Units Gr K-2. We continue to send untrained teaching staff to Curriculum Instruction that Works, a 3 day seminar presented by the MISD.

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

By using the results of the Comprehensive Needs Assessment, a written professional development plan is created which identifies ongoing sustained professional development that is aligned to the goals, objectives, strategies, and school wide reform model. The School Improvement Committee will be selected by the staff of Green Acres along with a chairperson(s). The professional development decisions will be based on the schools goals, objectives, and budget. Professional learning is sustained and ongoing through PLC meetings, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, the Professional Development Plan is complete.	2016-2017 Professional Development Plan

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Component 6: Strategies to Increase Parental Involvement

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

In a joint effort between Green Acres and parents we collaborate to develop a parent involvement plan. The Title I teacher will hold a parent meeting in both the fall and the spring to discuss the Title I Parent/Student/Teacher Compact, Parent Involvement Plan, Additional opportunities provided by Title I funding and to have dialogue about program possibilities for the coming school year. A meeting was held in the Spring of 2016 to discuss the Title I services and concerns in regard to parental involvement at Green Acres. Discussion was held with regard to how parents want Title I funds used for activities in the 2016-2017 school year. Parents were also asked to share which format they prefer (Ie. whole school vs. grade level activities) to encourage the greatest participation. Parental support will be provided to parents based on assessed needs and interest of the children. Workshops will be conducted 3 times yearly with reference to the parent/student/teacher compact. Fall and Spring conferences also provide an formal opportunity for parents and teachers to meet. Teachers continually communicate with parents and encourage parental feedback at Green Acres.
Green Acres communicates with parents through a variety of avenues and various languages which includes assisting parents to understand the state academic expectations and requirements. The ELL teacher assists with families that need to use the district's language line to translate. Written materials and brochures are available to parents in the school lobby. Three evening Title I nights and kindergarten round up provide training for parents to better help assist their children at home.

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

There are numerous activities provided throughout the year that provide parents opportunities to participate in activities with their child(ren) that support our School Improvement goals. Kindergarten Roundup, which provides parents with an overview of what to expect for their incoming kindergartner, is conducted in May and offers parents ideas to do over the summer to help prepare students for the expectations of kindergarten. Parents are provided materials that explain the common core. Title I sponsors three school wide evening events correlated to the curriculum to engage families in activities that help families become more familiar with the Common Core expectations. The entire Green Acres staff is responsible in supporting the improvement and implementation of parent involvement. All support staff attend and support parent involvement activities. The principal is responsible for ensuring adequate planning and release time, funds and promotion of the parent involvement activities and 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 asked to complete a survey. Parent input is also solicited throughout the year at parent events, and other, more informal, meetings. Green Acres will continue to invite parents and community members to participate in the school improvement process through both written and collaborative aspects. 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 new school year.

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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	Yes, our school has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA section 1118 (c) thorough (f).	Parent Involvement Policy and Family Engagement Plan

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

The entire Green Acres staff are responsible in supporting the improvement and implementation of parent involvement. All support staff attend and support parent involvement activities. The principal is responsible for ensuring adequate planning and release time, funds and promotion of the parent involvement activities and events. Fall and Spring Title 1 parent meetings 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 provides a video on understanding the new cut scores; "Parent Portal" information allows parents log-in to check student attendance, overall grades, and class grade progress for students in grades 3-5. The Green Acres webpage contains a link to parent resources available through various websites. The district website offers content-specific video tutorial sites in other languages; our Kindergarten Roundup program provides training and materials on reading to young children. WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent
meetings. The district also uses Language Line, real-time translator phone service. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom. 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. 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.

The school's plan will be evaluated by parents through several measures. Parents will be encouraged to complete surveys regarding the program and its implementation. In addition, parents will be asked to complete additional surveys during other school events such as Family Parent Involvement Nights, and parent/teacher conferences. The results will be used by the school and parent group to revise and improve the school's plan. The updated plan will be shared at a Title I and PTO meeting in the fall. During the Spring Title I Evaluation meetings (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. These times are the Spring Evaluation meeting, and 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

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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.

The principal, staff, and School Improvement Team will evaluate participation levels, parental input and survey results with regard to Title I and other parental involvement programs. This information will be used to guide planning based on the changing needs of the school community.

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

Each year the school-parent compact is evaluated from the year before by the principal, Title I teacher, and the School Improvement team. It is reviewed at the Fall and Spring Title I meetings and parent input is requested and considered. We worked with our SIP team and SIP parent representative to get feedback and suggestions as to what we can do in future years to continue to be in compliance with this compact. Changes are made based on the current year's school improvement plan and academic goals. A tri-fold pamphlet is made to be more user friendly for families to read. The pamphlets are given out at Meet the Teacher Night in September. All parties are asked to sign the compact. Parents are encouraged to ask questions regarding the compact. The compacts are updated yearly to reflect the current academic school year.

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. All parties are asked to sign the compact. 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		Title I Compact 16-17

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, on an as needed basis, 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. IOWA assessment

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results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

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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?

Warren Consolidated Schools provides a number of programs for preschoolers including Head Start, Great Start Readiness Program (World of Fours), traditional pre-school and ECSE at Hatherly Educational Center and in select elementary schools throughout the district. Speech services are provided at select locations as well. Green Acres does not house any preschool programs at this time. A district-level informational meeting is held on two evenings. Parents are in invited through district mailings and through pre-school programs. Building level kindergarten round-up events occur each spring. All kindergarten registration information is available on the district webpage and in elementary school offices. Registration is available daily and scheduled evening dates at the Administration Building. Interpreters are available to assist non-English speaking families.

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?

Currently Green Acres is not running a pre-school program due to insufficient classroom space. However, during the month of August, we will be inviting the incoming kindergartners and their parents in for a program to support the beginning of the school year transition. Green Acres does a kindergarten orientation, where pre-school students are invited to spend time in our kindergarten classrooms listening to stories and participating in activities and projects. Parents who attend kindergarten round-up are informed about kindergarten curriculum and meet with the school speech and language therapist, district nurse, district bus drivers, and members of the school PTO. Early childhood grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs to children across the district. 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 pre-school opportunities to those families that do not qualify for Headstart or Great Start Readiness programming, which also include parent involvement activities throughout the year to support a successful transition to kindergarten. More formally, a district-level informational meeting is held on two evenings for parents of incoming kindergartners. Parents are invited through district mailings and through pre-school 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.

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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 and staff meetings. Grade level teachers work together to create common math assessments that will be given at the end of each trimester to determine if students have attained content expectations. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning:, identify students for Tier II/III interventions, create flexible small groups for individualized instruction/re-teaching. Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders here at Green Acres. WCS leadership has given the school administration and teachers the authority to have input into the decisions regarding the use of school-based academic assessments. Throughout the PLC process, approved by the district six years ago, staff are given time to meet to discuss and make decisions at PLC meetings. All teams meet once or twice a month on to focus on increasing student achievement and/or receive professional development pertaining to student achievement. Staff also has a weekly common prep time (40 minutes) to collaborate on student needs. Other opportunities for teacher participation in making assessment decisions come from the WCS Curriculum Steering Committee and Curriculum Development Committees.

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

Teachers analyze student achievement data individually and collectively during PLC, common prep times, grade level and staff meetings. All staff has direct access to Data Director, the district data warehouse system, to pull a variety of reports: class aggregate reports, item analysis reports, individual analysis reports etc. Through analysis and discussion, teachers identify deficit areas which require re-teaching and /or Tier II intervention support. Child Study teams also review the data to determine additional intervention needs or possible testing for special education services.

Green Acres staff analyze student achievement data using Data Director, MSTEP, IOWA results and district common assessment results during PLC and SIP meetings, district level curriculum development meetings and district level professional development workshops. Teacher and administrator representatives participate in the District Improvement Team. Based on discussion of the data trends and item analysis, staff develops or refines strategies using formative and summative assessments to improve student achievement.

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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.

Green Acres Elementary uses a specific set of criteria to identify those students who are at risk of not meeting state or district standards.

Reading: Students who fall at least one year below grade level
Grades K-2: MLPP in K; DRA2-ongoing/monthly
Grades 3-5: MSTEP; Progress monitoring through DRA2; and given extra support as needed

Writing: Students who score in the 3 or 4 level as indicated by scores on the District Writing Rubric, Grades K-5: District Writing Assessment, minimally, 2 times per year. Also, teacher observation, parent input, attendance and behavioral issues are used as part of the criteria to identify at-risk students.

Math: Grade level common assessment data. Students who score in the bottom 30th percentile are targeted for Tier 2 differentiated instruction in the classroom.

Science and Social Studies support is embedded in the areas of reading and writing.

Teachers maintain and turn in monthly monitoring logs for Guided Reading and Differentiated Instruction in math. Based on DRA2 scores, common assessments, standardized test scores, teacher observations and collaboration between classroom teachers and Tier II and Tier III support staff, additional interventions are adjusted as needed.

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?

Students who do not make gains with class room interventions and fall into the at-risk category using the indicators listed above qualify for Title I and/or Language Acquisition support. Interventions such as "double dipping" for guided reading and writing are used with these students. These interventions occur in small groups with intense, targeted and research-based strategies aimed at specific deficit areas at the students' instructional level using Leveled Literacy Intervention. Groups are typically scheduled to meet for intervention 2-5 times per week for approximately 30 minutes. Adjustments are made for students who do not make gains with the above listed interventions. The child study team meets to discuss alternative interventions. The student may be recommended to receive services from the teacher consultant. Students who still show no progress may then be recommended for academic or other assessment by the Green Acres' Child Study Team which consists of regular education staff, the Special Education Team, and Administration.

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

The content is presented in a variety of ways based on differentiated instructional strategies for all students. Strategies such as center based literacy blocks, guided reading, writing and math groups, math journals, peer tutoring, flexible groupings, hands on learning activities, modified assignments, multi-sensory activities, Daily Five, Orton Gillingham, center-based activities, thematic activities, and an inquiry based science program, address students' individual needs in the classroom.

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

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, and 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 preschool programs elementary schools. 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 their 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 quality early childhood special education programs Building-level budgets also provide resources for additional instructional materials. Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

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.

Green Acres will utilize Title I funds as follows to implement our SIP plan:
-Title I funds provides for a part time Title I teacher
-Title I funds provide for parent training and parent involvement activities
-Title I funds provide for teacher training to meet SIP goals
-Title I funds provide for after school activities for at risk students
-Title I funds provide for supplemental materials for at risk students
-Title I funds provide for field trip experiences for at risk students

1. Comprehensive Needs Assessment:
General Fund -

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- Professional Learning Community meetings; SIP Team meetings

2. School wide Reform Strategies:

General Fund -

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

Title I A -

- Specific Title I strategies for the building

3. Highly Qualified Staff

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)
- Curriculum Steering Committees
- 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, PBS Committee, Teacher Leader Academy (MISD)
- 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 to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (writers workshop, guided reading, DRA2, science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title II -

- PLC and School Improvement Training

Title III

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

Title I -

- Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)
- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies

-MTSS Professional Development

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6. Parental Involvement:

- 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
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups
- Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff

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 Advisory Committee and District PTO Leadership; District School Improvement Team

7. Preschool Transition:

Title I, IDEA, General Fund -

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

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- 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

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.

Green Acres coordinates programming with local law enforcement, the local fire department (Fire Safety), local community health, the public library, and the City of Warren Parks and Recreation Department. Green Acres has a nutritional program which allows qualified students to receive free or reduced breakfast and lunch.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

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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 uses data from multiple sources--MSTEP, IOWA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys, 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 monitoring logs 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. At-risk students will be monitored by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

Our school annually evaluates the implementation of our SIP through the continuous cycle model of AdvancED. The staff uses data from multiple sources; MSTEP, IOWA, common assessments, DRA2, and staff/parent/student surveys, to determine the level of progress being made on the school goals. Also during our PLC meetings data is evaluated to determine the success of the School Improvement Plan.

The SIP team meets to review and revise the plan as needed. All stakeholders serving on the SIP team attend the SIP meetings 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. Quarterly progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from the quarterly reports will be the basis for adjustments made to the school improvement plan.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staffuse data from multiple sources-- MSTEP, IOWA, District and Building Common 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 by the intervention staff or classroom teacher to determine the appropriateness and effectiveness of interventions utilized.

The final evaluation 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, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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 utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the

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WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, MSTEP, IOWA, District and Building Common Assessments as well as staff, parent, and student perception surveys.

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.

The Green Acres staff uses data from multiple sources--MSTEP, IOWA, DRA2, District and Building Common Assessments, as well as staff, parent and student perceptual and implementation surveys to evaluate the results achieved by the school-wide program during our PLC meetings.

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 (MSTEP, IOWA, District and Building Common Assessments). These reports are used by staff at PLC 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 eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I 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.

Bi-annual progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from these reports will be the basis for adjustments made to the school improvement plan.

In addition to the analysis of the various types of achievement data, the effectiveness of the plan will be reviewed by our stakeholders in the Spring using all four measures of data (achievement, program/process, perception, and demographic). 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 Review meeting, The SIP team will consider all ideas when updating the plan for the new school year. The SIP team meets to review and revise the plan as needed. Data from the formative and summative assessments such as: grade level common assessments, MSTEP, IOWA, WIDA, are used in assessing the areas of improvement and areas of need within the school improvement plan. In Data Director we can break down the data collection to identify individual improvements of student achievement and use this information to drive classroom instruction. This data also shows which students are making progress in the academic areas of concern. 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 Review meeting. The SIP team will consider all ideas when updating the plan for the new school year.

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?

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The SIP team meets 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 the 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, and 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.

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Green Acres Elememtary 2016-2017

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Overview

Plan Name

Green Acres Elememtary 2016-2017

Plan Description

SIP 2016-2017

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will continue to achieve at or above District and State Standards in the area of math.	Objectives: 1 Strategies: 2 Activities: 10	Academic	$3100
2	Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.	Objectives: 2 Strategies: 5 Activities: 30	Academic	$176500
3	All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.	Objectives: 1 Strategies: 3 Activities: 17	Academic	$18100
4	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

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Goal 1: All students will continue to achieve at or above District and State Standards in the area of math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computation in Mathematics by 06/30/2022 as measured by State assessment..

Strategy 1:

Differientiated Instruction - Teachers in grades K-5 will provide differentiated instruction to support individual math needs. Tier 2 and Tier 3 students will receive additional differentiated instruction in small groups with the Title I teacher, TC and/or resource room teacher as needed.

Category: Mathematics

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). Ther Environment of the Struggling Learner. 1-5.

Research shows that when students are taught at their ability level they make greater gains. Small group instruction supports academic growth.

Tier: Tier 2

Activity - Monitoring and Evaluating Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a monthly monitoring log to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	09/05/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$500	General Fund, Title I Part A	All Staff

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

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Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/31/2016	06/15/2017	$500	General Fund	Administration Building Stacey Leavell All Green Acres Staff

Activity - Additional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/31/2016	06/15/2017	$0	Title I Part A	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher

Activity - Schoolwide Math Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	09/05/2016	06/16/2017	$500	General Fund, Title I Part A	All staff Stacey Leavell, Principal

Activity - Schoolwide Title 1 Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2016	06/15/2017	$500	General Fund, Title I Part A	all staff Stacey Leavell, Principal

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	09/05/2016	06/15/2017	$100	General Fund	Instructional staff

Strategy 2:

Instruction in Small Groups - Classroom teachers, Title I teacher/aide, Language Acquisition Teacher/aid, TC and or resource room teacher will provide small group math instruction for any Tier 2 and Tier 3 students needing additional learning time.

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Category:

Research Cited: Best Practice for Teaching and Learning In America's Schools by Zemelman, Daniels, and Hyde 1998.

Making Content Comprehensible for English Learners by Echevarria, Vogt, and Short 2004.

Enhancing Student Achievement - A Framework for School Improvement by Danielson in 2002.

Research shows that students make gains when taught by highly qualified teachers in small group settings.

Tier: Tier 2

Activity - Monitoring and Evaluating small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/01/2015	06/17/2016	$0	No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$500	Title I Part A, General Fund	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher

Activity - Supplies Needed for Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/06/2016	06/15/2017	$500	General Fund, Title I Part A	All Staff

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Goal 2: Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science, and social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2022 as measured by State assessment..

(shared) Strategy 1:

Daily 5 - Teachers utilize the Daily 5 structure to allow more time to do guided reading with individual students and small groups.

Category:

Research Cited: Boushey, Gail and Moser, Joan. 2006. The Daily Five: Fostering Literacy Independence in the Elementary Grades / Edition 1. Stenhouse Publishers.

Research indicates that guided reading supports growth in students' reading ability. Students need to have access to material and instruction at their specific reading level.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$1000	Title I Part A, General Fund	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

Activity - Evaluation of Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

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Activity - Monitoring the Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Supplies for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$4500	General Fund, Title I Part A	All Staff

(shared) Strategy 2:

Guided Reading - Teachers will provide small group direct instruction in guided reading using leveled readers in all K-5 classrooms, including Tier 2 and Tier 3, students performing on grade level and our accelerated students 3 times a week for at least 15 minutes per group. Tier 2 and Tier 3 students will receive small group direct instruction in the classroom along with additional small group instruction with the Title I teacher approximately 3-5 days a week for 30 minute sessions.

Category:

Research Cited: Iaquinta, Antia. Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418

Founas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH:Heinemann.

Research indicates that direct reading instruction for a minimum of 3 times per week helps to support growth in reading skills. Tier 1 and Tier 2 students benefit from direct instruction 3 to 5 days per week.

Tier: Tier 1

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

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Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core. As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$1500	Title I Part A	Administration Building Curriculum Specialists Stacey Leavell All Green Acres Staff

Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Green Acres teachers will provide an introduction to Raz Kids to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/06/2016	01/31/2017	$500	Title I Part A, General Fund	Stacey Leavell, principal Classroom Teachers and support staff

Activity - Title I Teacher Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$135000	Title I Part A	Title I Teacher Title I Paraprofessional

Activity - Evaluation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

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Activity - Supplies Needed for Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$12500	General Fund, Title I Part A	All Staff

Activity - Language Acquisition Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition teacher and aide will provide small group guided reading addtional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$0	Other	Language Acquisition Teacher and aide

Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive direct instruction on Research Based Guided Reading Coaching with Toni Hall.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell

Activity - Content Area Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	General Fund	All staff

(shared) Strategy 3:

MTSS - K-5 teachers, Title I teacher, and Language Acquisition teachers, and ELL Paraprofessional will provide additional reading support to students who are Tier 2 and Tier 3 and in need of receiving additional individualized reading support.

Category: Other - intervention strategies

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001)

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams. Kovaleski, Joseph & David P. Prasse. (2004) Published in NASP Communique, 32 (5).

Early Warning System. Lyon, G. Reid Lyon and Jack Fletcher. (2001)

Research shows that students who are at risk benefit from small group instruction from highly qualified teachers. Tier 2 and Tier 3 students benefit from individual or small group support.

Tier: Tier 1

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Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$1000	Title I Part A	Stacey Leavell

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$4000	Title I Part A, General Fund	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$2000	General Fund	Stacey Leavell Principal

Activity - Supplies Needed for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/31/2016	06/15/2017	$1000	General Fund, Title I Part A	All Staff

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

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Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell

Activity - Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$1000	General Fund	Stacey Leavell specified staff

Activity - Reading A-Z/Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers

Strategy 4:

Thinking Maps - Teachers use the Thinking Map graphic organizers to increase comprehension and organize information in all content areas.

Category:

Research Cited: Hyerle, David and Yeager, Chris. 2007. Thinking Maps: A Language for Learning. Thinking Maps, Inc. North Carolina.

Research shows that graphic organizers help students to organize ideas to better comprehend informational text.

Tier:

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Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	08/31/2016	06/15/2017	$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD

Activity - Evaluation of Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Supplies Needed for Teaching Using Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	09/06/2016	06/15/2017	$1000	General Fund, Title I Part A	New Staff that receive Thinking Map training Stacey Leavell

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps on line professional development that will allow teachers to dig deeper into the use of thinking maps in everyday instruction.	Professional Learning	Tier 2		09/06/2016	06/15/2017	$2000	General Fund	Stacey Leavell Jean Schachermeyer All Staff

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Strategy 5:

Close and Critical Reading - Teachers will use close and critical reading strategies to reinforce student learning and increase comprehension.

Category: English/Language Arts

Research Cited: Chang, Sandy, Heritage, Margaret, Jones, Barbara, and Tobiason, Glory. 2014. Supporting Students in Close Reading. University of California, Los Angeles.

Tier: Tier 1

Activity - Moniroring Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	09/06/2016	06/15/2017	$0	No Funding Required	All staff

Activity - Evaluation of Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Close and Critical Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$250	General Fund	Stacey Leavell Green Acres Staff Curriculum Specialists MISD

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency academic vocablualry in English Language Arts by 06/30/2022 as measured by State assessment..

(shared) Strategy 1:

Daily 5 - Teachers utilize the Daily 5 structure to allow more time to do guided reading with

individual students and small groups.

Category:

Research Cited: Boushey, Gail and Moser, Joan. 2006. The Daily Five: Fostering Literacy Independence in the Elementary Grades / Edition 1. Stenhouse Publishers.

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Research indicates that guided reading supports growth in students' reading ability. Students need to have access to material and instruction at their specific reading level.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$1000	General Fund, Title I Part A	Curriculum specialists (Administration Building) Stacey Leavell, principal staff

Activity - Evaluation of Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring the Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Supplies for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$4500	Title I Part A, General Fund	All Staff

(shared) Strategy 2:

Guided Reading - Teachers will provide small group direct instruction in guided reading using leveled readers in all K-5 classrooms, including Tier 2 and Tier 3, students performing on grade level and our accelerated students 3 times a week for at least 15 minutes per group. Tier 2 and Tier 3 students will receive small group direct instruction in the classroom along with additional small group instruction with the Title I teacher approximately 3-5 days a week for 30 minute sessions.

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Category:

Research Cited: Iaquinta, Antia. Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." Early Childhood Education Journal. 33.6 (2006): 413-418

Founas, Irene and Gay Su Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH:Heinemann.

Research indicates that direct reading instruction for a minimum of 3 times per week helps to support growth in reading skills. Tier 1 and Tier 2 students benefit from direct instruction 3 to 5 days per week.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core. As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$1500	Title I Part A	Administration Building Curriculum Specialists Stacey Leavell All Green Acres Staff

Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Green Acres teachers will provide an introduction to Raz Kids to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/06/2016	01/31/2017	$500	General Fund, Title I Part A	Stacey Leavell, principal Classroom Teachers and support staff

Activity - Title I Teacher Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$135000	Title I Part A	Title I Teacher Title I Paraprofessional

Activity - Evaluation of Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Supplies Needed for Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$12500	Title I Part A, General Fund	All Staff

Activity - Language Acquisition Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition teacher and aide will provide small group guided reading addtional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$0	Other	Language Acquisition Teacher and aide

Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive direct instruction on Research Based Guided Reading Coaching with Toni Hall.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell

Activity - Content Area Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	General Fund	All staff

(shared) Strategy 3:

MTSS - K-5 teachers, Title I teacher, and Language Acquisition teachers, and ELL Paraprofessional will provide additional reading support to students who are Tier 2 and Tier 3 and in need of receiving additional individualized reading support.

Category: Other - intervention strategies

Research Cited: Responsiveness to Intervention: A Blueprint for Practitioners, Policymakers, and Parents in Teaching Exceptional Children. Fuchs, Douglas, Lynn S. Fuchs. (2001)

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams. Kovaleski, Joseph & David P. Prasse. (2004) Published in NASP Communique, 32 (5).

Early Warning System. Lyon, G. Reid Lyon and Jack Fletcher. (2001)

Research shows that students who are at risk benefit from small group instruction from highly qualified teachers. Tier 2 and Tier 3 students benefit from individual or small group support.

Tier: Tier 1

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$1000	Title I Part A	Stacey Leavell

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$4000	Title I Part A, General Fund	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Professional Development/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$2000	General Fund	Stacey Leavell Principal

Activity - Supplies Needed for MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/31/2016	06/15/2017	$1000	General Fund, Title I Part A	All Staff

Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Research Based Guided Reading Coaching.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell

Activity - Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$1000	General Fund	Stacey Leavell specified staff

Activity - Reading A-Z/Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Title I Part A	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers

Goal 3: All Students at Green Acres Elementary School will improve written expression in language arts, math, science and social studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in written expression in math, science, and social studies in English Language Arts by 06/30/2022 as measured by state Assessment..

Strategy 1:

Daily 5 - Teacher will utilize the Daily 5 structure to build in a block of time to practice writing skills. This time during the Daily 5 is called Work on Writing. Some activities include letter writing, poetry, postcards and "how to" writing.

Category:

Research Cited: Boushey, Gail and Moser, Joan. 2006 The Daily Five: Fostering Literacy Independence in the Elementary Grades/Edition 1. Stenhouse Publishers.

Studies indicate that students need to be provided with structured blocks of time to practice a variety of writing skills.

Tier: Tier 1

Activity - Daily 5 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/31/2016	06/15/2017	$1000	Title I Part A, General Fund	Stacey Leavell Administration Building

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Activity - Daily Five Work on Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$1000	General Fund, Title I Part A	K-5 Teachers, ELL Paraprofessionals, Title I Teacher

Activity - Evaluation of Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Purchase materials for Daily Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$4500	Title I Part A, General Fund	All Staff

Strategy 2:

Differentiated Instruction - Teachers will provide differentiated instruction three times a week for 30 minutes to support writing. Tier 2 and Tier 3 students will work with the Title I teacher, ELL teacher, ELL paraprofessional, TC and/or resource room teacher as needed using differentiated instruction strategies to support learning.

Category: English/Language Arts

Research Cited: Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators.

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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. Educations Leadership, 56, 3.

Cobble, J.E., Daggett, W.R., and Gertel, S.J. (2007). The Environment of the Struggling Learner 1-5.

Research shows that Tier 2 and Tier 3 students benefit from small group and one on one instruction based on student ablilty level.

Tier: Tier 2

Activity - Additional Staff for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$3000	General Fund, Title I Part A	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisiton Paraprofessional

Activity - Evaluation of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/31/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$3000	General Fund	Stacey Leavell All Green Acres Staff Administration Building

Activity - Supplies Needed for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$1000	General Fund, Title I Part A	All Staff

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/31/2016	06/15/2017	$100	General Fund	Classroom teachers; Title I aide for math support

Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	General Fund	Classroom Teachers

Strategy 3:

Writer's Workshop - Teachers will continue implementing Writer's Workshop four times a week for 45 minutes. Tier 2 and Tier 3 students will receive the support of the Title I and/or resource room teacher using writer's workshop strategies as needed.

Category: English/Language Arts

Research Cited: Lucy Caulkins. The Art of Teaching Writing. Portsmouth, NH: Heinemann Publishing, 1994.

Graves, D. (1993). Children Can Write Authentically if we Help Them. Primary Sources K-6 p.1-6.

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Research shows that direct writing instruction supports student growth as writers. Tier 2 and Tier 3 students benefit from small group instructon.

Tier: Tier 1

Activity - Evaluation of Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Monitoring Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	No Funding Required	All Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/25/2015	06/17/2016	$3000	General Fund	Stacey Leavell, Principal School Improvement Team Administration Building

Activity - Supplies needed for Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$1000	Title I School Improvement (ISI), Title I Part A	All Staff

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Activity - Text Structure Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade students use pictures books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementation	Tier 1	Implement	09/06/2016	06/15/2017	$500	Title I Part A	4th and 5th grade teachers

Goal 4: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/30/2016 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: Other - Curriculum

Research Cited: 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	09/06/2016	06/15/2017	$0	General Fund	Building principal and staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	$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 Responsible
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$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 Responsible
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	09/06/2016	06/15/2017	$0	General Fund	Building principal and staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Guided Reading	Staff will monitor guided reading levels through student observation, daily work, quizzes, tests, DRA 2 levels, and common assessments.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	All Staff
Evaluation of Daily 5	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Monitor	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	All Staff
Monitoring Daily Five	Staff will maintain DRA monitoring logs to determine student progress trends.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	All Staff
Evaluation of Differentiated Instruction	Teacher will analyze, review and discuss the data during PLC to evaluate the effectiveness of our Differentiated Instruction. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 2	Evaluate	08/31/2016	06/15/2017	$0	All Staff
Evaluation of Guided Reading	Teachers will analyze, review, and discuss the data during PLC to evaluate effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	All Staff
Monitoring MTSS	Staff will monitor the students progress with the MTSS through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	08/31/2016	06/15/2017	$0	All Staff
Monitoring Differentiated Instruction	Staff will monitor how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	All Staff

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Moniroring Thinking Maps	Staff will monitor the effectiveness of close and critical reading through students observations, daily work, quizzes, tests, and common assessments.	Direct Instruction	Tier 3	Implement	09/06/2016	06/15/2017	$0	All staff
Monitoring Writer's Workshop	Staff will monitor the effectiveness of writer's workshop through observation, daily work, and common assessment.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	All Staff
Evaluation of MTSS	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of MTSS as well as what changes may need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	All Staff
Evaluation of Daily Five	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes may need to be made at the beginning of the school year.	Evaluation	Tier 1	Evaluate	08/31/2016	06/15/2017	$0	All Staff
Monitoring Thinking Maps	Staff will monitor the effectiveness of thinking maps through student observations, daily work, quizzes, tests, and common assessments.	Monitor		Monitor	09/06/2016	06/15/2017	$0	All Staff
Monitoring the Daily Five	Staff will monitor the Daily Five logs, student observation, tests and district writing assessment.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	$0	All Staff
Evaluation of Close and Critical Reading	Teachers will use common prep time to analyze, review, and discuss the effectiveness of Close and Critical Reading to improve student comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	All Staff
Monitoring and Evaluating small group instruction	Staff will monitor and evaluate the effectiveness of small group instruction on student achievement through student observations, daily work, quizzes, tests, and common assessments.	Monitor	Tier 2	Monitor	09/01/2015	06/17/2016	$0	All Staff
Evaluation of Writer's Workshop	Teachers will analyze, review, and discuss the data during PLC to evaluate the effectiveness of our monitoring tools. SIP team will also come together and look at the effectiveness of the monitoring tools as well as what changes need to be made at the beginning of the following school year.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	$0	All Staff
Monitoring and Evaluating Differentiated Instruction	Staff will utilize a monthly monitoring log to monitor students receiving small group support. Teachers will evaluate how differentiated instruction is helping to increase student achievement through observation, quizzes, tests, common assessments and daily work.	Evaluation	Tier 1	Evaluate	09/05/2016	06/15/2017	$0	All Staff

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Evaluation of Thinking Maps	Teachers will use PLC time to analyze, review, and discuss the effectiveness of Thinking Maps to improve student comprehension in curriculum areas to include Language Arts, Math, Science and Social Studies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	$0	All Staff

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$500	All Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff
Supplies needed for Writer's Workshop	Purchase materials for center activities, small group work, and independent work where students are practicing writing skills.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$500	All Staff
Research Based Guided Reading Coaching.	All teachers will be provided instruction on Research Based Guided Reading Coaching by Toni Hall.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Stacey Leavell
Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/31/2016	06/15/2017	$500	All Staff
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/31/2016	06/15/2017	$500	Stacey Leavell Administration Building

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Text Structure Writer's Workshop	Fourth and fifth grade students use pictures books to learn about different types of text structures. The students will then write their own stories based on what they learned about text structures.	Implementation	Tier 1	Implement	09/06/2016	06/15/2017	$500	4th and 5th grade teachers
Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher
Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisiton Paraprofessional
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$12000	All Staff
Schoolwide Math Game Night	Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	09/05/2016	06/16/2017	$250	All staff Stacey Leavell, Principal

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Schoolwide Title 1 Night	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2016	06/15/2017	$250	all staff Stacey Leavell, Principal
Additional Staff	Classroom teachers, Title I teachers and/or the Title I paraprofessional, TC and/or Resource Room Teacher will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	08/31/2016	06/15/2017	$0	Classroom Teachers Title I Teachers Title I Paraprofessional TC Resource Room Teacher
Literacy Night	The Green Acres teachers will provide an introduction to Raz Kids to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/06/2016	01/31/2017	$250	Stacey Leavell, principal Classroom Teachers and support staff
Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional
Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$4000	All Staff
Research Based Guided Reading Coaching.	Teachers will receive direct instruction on Research Based Guided Reading Coaching with Toni Hall.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$3000	Stacey Leavell

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Reading A-Z/Raz Kids	Title I students that work with the Title I teacher on a regular basis, ELL students that work with the Language Acquisition teacher on a regular basis, and resource room students will have access to RAZ Kids. All teachers in Grades K-2 as well as teachers in grades 3-5 who request student support will be able to access Reading A-Z to support learners at all Tiers in the classroom.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$3000	Stacey Leavell Title I Teacher Language Acquisition Teacher Resource Room Teacher classroom teachers
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre and guided reading lessons for teachers and teachers will have the opportunity to observe peers during guided reading instruction. Continue professional development to support teaching the Common Core. As a staff, beginning in the fall of 2016, we will have a book study use "The Reading Strategies Book; Your Everything Guide to Developing Skilled Readers".	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$1500	Administration Building Curriculum Specialists Stacey Leavell All Green Acres Staff
Positive Behavior Support	Green Acres staff will create and begin implementation of a systematic behavior plan for all students K-5.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$1000	Stacey Leavell
Title I Teacher Intervention Groups	Green Acres has a full-time Title I Intervention teacher. The teacher services Tier 2 and Tier 3 students in grades K-5 reading and writing. Groups are assessed every 10 weeks and students within these groups may be changed based on academic gains and needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$135000	Title I Teacher Title I Paraprofessional
Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$4000	All Staff
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$500	All Staff
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$250	All Staff

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Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/06/2016	06/15/2017	$250	All Staff
Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	09/06/2016	06/15/2017	$500	New Staff that receive Thinking Map training Stacey Leavell

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition Intervention Groups	Language Acquisition teacher and aide will provide small group guided reading addtional support in the area of language arts to Tier 2 and Tier 3 students identified as having English as a second language.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$0	Language Acquisition Teacher and aide

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Night	The Green Acres teachers will provide an introduction to Raz Kids to help parents support reading and comprehension at home.	Parent Involvement	Tier 1		09/06/2016	01/31/2017	$250	Stacey Leavell, principal Classroom Teachers and support staff
Schoolwide Math Game Night	Green Acres parents and students will be invited to come in and learn how to play a variety of math games to enhance basic skills and problem solving.	Parent Involvement	Tier 1	Implement	09/05/2016	06/16/2017	$250	All staff Stacey Leavell, Principal
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$500	All 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	09/06/2016	06/15/2017	$0	Building principal and staff

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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	09/06/2016	06/15/2017	$0	Building principal and staff
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	09/06/2016	06/15/2017	$0	Building principal and staff
Additional Staff for Differentiated Instruction	A Title I teacher, Title I aide, Language Acquisition Teacher and Language Acquisition aide will work in small groups providing differentiated instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	$1500	Title I Teacher Title I Paraprofessional Language Acquisition Teacher Language Acquisiton Paraprofessional
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of all students with the major emphasis on improving student achievement in all academic areas for all students. Staff will attend District-led in-services as well as conferences outside of the district. Consultants will model genre writing lessons for teachers and teachers will have the opportunity to observe peers during writing instruction. Continue professional development to support teaching the Common Core. Curriculum specialists will update teachers with information regarding the revised district writing assessment.	Professional Learning	Tier 1	Implement	08/25/2015	06/17/2016	$3000	Stacey Leavell, Principal School Improvement Team Administration Building
Supplies Needed for Differentiated Instruction	Purchase materials for center activities, small group work and independent work as needed for use during differentiated instruction.	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$250	All Staff
Supplies for Daily Five	Purchase tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds. Also use the to pay for fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$500	All Staff

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Supplies Needed for Teaching Using Thinking Maps	Purchase materials needed for teachers to use Thinking Maps with students during small and whole group instruction.	Materials	Tier 1	Implement	09/06/2016	06/15/2017	$500	New Staff that receive Thinking Map training Stacey Leavell
Close and Critical Reading Training	New Teachers to Green Acres will be offered training on using close and critical reading to reinforce student learning and increase comprehension.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
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	09/06/2016	06/15/2017	$0	Building principal and staff
Supplies Needed for Guided Reading	Purchase tablets, read-aloud books, picture books, rolling carts, independent books and any other additional materials needed for independent work, center activities, and small group work while students are engaged in guided reading. as well as fees to support the program (Toni Hall).	Materials	Tier 1	Implement	09/05/2016	06/15/2017	$500	All Staff
Daily 5 Training	Teacher in-service on implementing the Daily 5 structure into the elementary classroom as needed.	Professional Learning	Tier 1	Monitor	08/31/2016	06/15/2017	$500	Stacey Leavell Administration Building
Professional Development	Continued instructional support for implementing the Daily 5 structure into the elementary classroom.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$500	Curriculum specialists (Administration Building) Stacey Leavell, principal staff
Content Area Vocabulary	Teachers will use informational texts from the literacy library with all students to build academic vocabulary in the areas of math, science and social studies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	All staff

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Small Group Instruction	Title I Teacher, Language Acquisition Teacher and Language Acquisition paraprofessional will provide individualized small group instruction for students at risk using LLI.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$2000	Title I Teacher Language Acquisition Teacher and/or Language Acquisition Paraprofessional
Schoolwide Title 1 Night	Green Acres parents and students are invited to an evening of math instruction to increase skills related to the Math Common Core at each grade level. They will also receive a packet of activities as well as supplies needed to support students at home..	Parent Involvement	Tier 1	Implement	09/05/2016	06/15/2017	$250	all staff Stacey Leavell, Principal
Professional Development	Staff will attend Professional Development workshops, in-services along with training during PLC time pertaining to the needs of our Tier 2 and Tier 3 students with the major emphasis on facilitating math workshop in order to improve student achievement in math for all students.	Professional Learning	Tier 2	Implement	08/31/2016	06/15/2017	$500	Administration Building Stacey Leavell All Green Acres Staff
Small Group Instruction	Teachers as well as Title I teachers/paraprofessional, Language Acquisition Teacher/Paraprofessionals, TC and Resource Room teacher to provide small group instruction at students ability level.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	$250	K-5 Teachers Title I Teachers Title I Paraprofessionals Language Acquisition Teacher Language Acquisition Paraprofessional TC Resource Room Teacher
Purchase materials for Daily Five	Fees to support program set up, presenters, as well as purchase of tablets and any other materials for activities, small group work, and independent work where students are engaged in Daily Five (language arts) rounds.	Materials	Tier 1	Implement	08/31/2016	06/15/2017	$500	All Staff

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Professional Development	Thinking Maps on line professional development that will allow teachers to dig deeper into the use of thinking maps in everyday instruction.	Professional Learning	Tier 2		09/06/2016	06/15/2017	$2000	Stacey Leavell Jean Schachermeyer All Staff
Professional Development/Training	Staff will receive training in differentiated instruction for Tier 2 and 3 students from district curriculum specialists and or outside conferences. A minimum of 3 teachers will be trained in Classroom Instruction that Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	$2000	Stacey Leavell Principal
Daily Five Work on Writing	K-5 teachers will teach writing strategy lessons and allow time for students to try the strategy within the Daily 5 structure.	Other, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	$500	K-5 Teachers, ELL Paraprofessionals, Title I Teacher
Science Journals	Science Journals will be used by students to explain concepts, create diagrams, and record data for each science unit.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$0	Classroom Teachers
Math Journals	Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	09/05/2016	06/15/2017	$100	Instructional staff
Professional Development	Staff will attend Professional Development workshops and in-services pertaining to the needs of our at risk students with the major emphasis on improving student achievement in all academic areas for all students. Specials teachers will receive instruction on differentiating for all Tiers.	Professional Learning	Tier 1	Implement	08/31/2016	06/15/2017	$3000	Stacey Leavell All Green Acres Staff Administration Building
Thinking Maps Training	New teachers to Green Acres will be offered training on using Thinking Maps to reinforce student learning and increase comprehension. We will also revisit types of thinking maps and how they are being used in the classroom.	Direct Instruction	Tier 1	Implement	08/31/2016	06/15/2017	$250	Stacey Leavell Green Acres Staff Curriculum Specialists MISD
Classroom Instruction that Works	Teachers will use learning targets, provide feedback and cooperative learning with daily lessons.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	$1000	Stacey Leavell specified staff
Supplies Needed for Small Group Instruction	Purchase materials for center activities, small group work and independent work as need for small group instruction.	Materials	Tier 2	Implement	09/06/2016	06/15/2017	$250	All Staff
Math Journals	Teachers will use math journals to support students with identifying problem solving strategies.	Direct Instruction	Tier 1	Implement	08/31/2016	06/15/2017	$100	Classroom teachers; Title I aide for math support

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Supplies Needed for MTSS	Purchase materials as needed to use with children during the implementation MTSS.	Materials	Tier 2	Implement	08/31/2016	06/15/2017	$500	All Staff

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