



# **School Improvement Plan**

**Susick Elementary School**

**Warren Consolidated Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**



## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Susick Elementary has been involved with the NCA/AdvancEd School Improvement Process for several years. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Student achievement data (state and local assessments), school programs/process data (progress monitoring results, self assessments), perception data (various stakeholder surveys, Self Assessment), and demographic data are collected and analyzed throughout the year during Professional Learning Community (PLC) time.

Our staff collaboratively participated in the comprehensive needs assessment during PLC and staff meetings during the 2017-2018 school year. Data reports were accessed either electronically or on paper from our Intervention (MTSS) meetings, Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool.

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

Parents and families provide feedback each year during our beginning and end of the year Title I parent meetings as well as our Muffins with Moms and Donuts with Dads parent appreciation breakfasts. Parents are encouraged to ask questions or share feedback or concerns anytime during the school year.

The Comprehensive Needs Assessment was conducted through past MSTEP scores, classroom assessments, WIDA, DRA testing, NWEA Assessments, MTSS data, and perception data (student, teacher, and parent surveys). Demographic data such as economically disadvantaged, English language learners, Special Education and ethnicity data was also used.

### 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?

#### Staff Perception Data

Our staff was also surveyed in May 2018. A total of 16 staff members were surveyed. Below are the results:

1. 93% of the staff believe that the quality of the instructional program at Susick is good or excellent.
2. 80% of the staff felt comfortable with interpreting and utilizing NWEA data to plan for instruction.

Staff also provided positive feedback about the MTSS meetings held throughout the year, and gave suggestions for professional development topics to be addressed in the 2018-2019 school year. In addition, staff members gave feedback on the features they would be most interested in using on the Bloomz communication app.

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### Parent/Guardian Perception Data

During our May/June 2018, "Muffins with Moms" and "Donuts with Dads" breakfasts our school administered our annual parent survey. The parents and family members who attended the breakfasts completed a survey that included YES or NO response choices. Below are the results of the 156 surveys that were completed:

1. Do you feel your child is safe at Susick? 99% YES
2. Do you feel the staff is helpful when you have a question or concern? 99% YES
3. Does your child enjoy coming to school? 100% YES
4. Do you feel your child is receiving a quality education? 100% YES
5. Do you feel your child is improving in reading this year? 99% YES
6. Do you feel your child is improving in math this year? 97% YES
7. Do you feel your child is improving in writing this year? 100% YES

### Student Perception Data

2017-2018 survey results

In May 2018, 99 third-fifth grade students were surveyed.

1. Do you feel safe at Susick? 97% YES
2. Do you feel like coming to school? 82% YES
3. Do your teachers listen to you? 91% YES
4. Do you feel that your teacher cares about you? 97% YES
5. Do you feel you have improved in reading this year? 96% YES
6. Do you feel you have improved in math this year? 93% YES
7. Do you feel you have improved in writing this year? 85% YES

### Student Achievement Data

MSTEP Results from Spring, 2017:

3rd Grade

ELA: 42%

Math: 44%

4th Grade

ELA: 51%

Math: 59%

Science: 14%

5th Grade

ELA: 61%

Math: 35%

Social Studies: 17%

Summative proficiency Math: 45%

Summative proficiency ELA: 52%

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Summative proficiency Math, African American: 20%

Summative proficiency ELA, African American: 30%

Summative proficiency Math, Economically Disadvantaged: 40%

Summative proficiency ELA, Economically Disadvantaged: 50%

Summative proficiency Math, EL: 37%

Summative proficiency ELA, EL: 32%

### NWEA

Below are the percentages of students who tested in the average to high range from the NWEA Spring Testing administered in March 2018:

#### 1st Grade

Reading: 39%

Math: 38%

#### 2nd Grade

Reading: 56%

Math: 54%

#### 3rd Grade

Reading: 44%

Math: 48%

Language Use: 37%

#### 4th Grade

Reading: 56%

Math: 46%

Language Use: 51%

#### 5th Grade

Reading: 68%

Math: 67%

Language Use: 70%

### School Programs/Process

We will continue to focus on improving our Balanced Literacy and Balanced Math approaches. We will continue this plan for next year to ensure these two approaches are continuously improving.

### Interim Self-Assessment Results

In analyzing our self-assessment, the area with the most need for improvement is support service to meet the physical, social, and emotional needs of the student population being served. We have many students in need of additional support in the area of social and emotional

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needs. In the 2018-19 school year, we will focus our efforts on providing professional development for staff in responding to difficult situations and behaviors with students. We will work on establishing meaningful relationships with every student via a school-wide positive behavior system.

### Demographic Data

Our enrollment decreased in the 2017-2018 school year:

2016-2017 437 students

2017-2018 415 students

The number of suspensions has decreased.

2016-2017 13 students

2017-2018 10 students

Our EL population is at 200 students, or 48% of our school.

Daily attendance has increased by 4%:

2016-2017 94%

2017-2018 98.5%

### CONCLUSIONS:

Through the analysis of the four types of data examined in the School Data Profile, it has been concluded that several areas require additional attention. First, our interim self-assessment determined that we must continue to monitor student data through our MTSS program. Specifically, we will focus on the use of formative assessment data to progress monitor consistently across the building. We are still awaiting our M-STEP results from the spring of 2018 testing, so our response to this data will be determined later. Looking at our NWEA there was a positive percentage of students within each grade level and across the school who met or exceeded growth. However, there is a high percentage of the students who are below the National Percentile Rank (NPR). Our perception data from our staff, students, and parents is positive, which illustrates a pleasant school culture and satisfaction among the stakeholders.

### **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.**

The goals portray a clear and detailed analysis of multiple types of data because we examined summative achievement data, demographic, perception (staff, students, and parent surveys) and program results data to establish our priority goals listed below.

Goal 1: Reading improvement is connected to our priority needs and the needs assessment because our data shows that our scores are below the state and district level based on the NWEA and M-STEP results.

Specific sub groups with the largest gaps are African American, EL students and Economically Disadvantaged students.

Goal 2: Math improvement is connected to our priority needs and the needs assessment because our data shows that our scores are below the state and district level based on the NWEA and M-STEP results.

Specific sub groups with the largest gaps are EL students, Economically Disadvantaged students, and Special Education students.

**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?**

Each goal has been clearly written to identify the needs of all students, and connect those needs to a "for-all (Tier 1)" strategy contained within the plan; and to identify the needs of disadvantaged students, and connect those to a "for-at-risk (Tiers 2 and/or 3)" strategy contained within the plan. The goals are aligned with the conclusions drawn from the comprehensive needs assessment. Students who are one or more grade levels behind in reading according to the state-approved assessment (DRA2) will receive 30 minutes of additional skill-based intervention within the classroom each day. English Learners, as determined by their WIDA score, will receive additional intervention from our LAT (Language Acquisition teacher). The most at-risk students according to their Individual Reading Plan will receive additional support from our Title I teacher.

## **Component 2: Schoolwide Reform Strategies**

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

Teachers will implement a balanced math approach, which includes whole group, small group and flexible grouping, five days a week to improve mathematical practices. Whole group instruction will be used to introduce new concepts and vocabulary. Small group instruction will provide additional support based on student individual needs. Flexible grouping provides enrichment or intervention based on student abilities and needs.

Teachers will implement a balanced literacy approach five days a week. This includes guided reading, Daily 5, and whole group literacy instruction in order to increase student comprehension of informational text. Guided reading provides individualized instruction at students' assessed reading levels. Our Daily 5 literacy model includes Read to Self, Read to Someone, Listening to Reading, Word Work and Writing. Whole group instruction is used for read alouds and to present minilessons and vocabulary.

Teachers will implement writing in the content areas of math, science, and social studies on a daily basis. Teachers will check for students' content understanding through the use of math, science and social studies journals.

We will use the Professional Learning Community (PLC) Framework to ensure curriculum, instruction and assessment is properly aligned and consistent. In addition, we will utilize data analysis to help guide our instruction and student learning.

Our MTSS framework will be incorporated to ensure our instruction and support is meeting the needs of all learners. Progress monitoring will be done to closely follow the students' progress and adjustments of support required. Teachers will use district-directed, skill-based intervention and progress monitoring to support students' Individual Reading Plans.

### **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).**

All classroom teachers will plan their lessons based on Common Core State Standards (Language Arts and Math), utilize cooperative learning, graphic organizers, and provide nonlinguistic representations. Teachers set objectives to ensure that students' journeys with learning are purposeful. Using cooperative learning helps teachers lay the foundation for student success by encouraging collaboration among students. Teachers use graphic (advance) organizers to activate prior knowledge and help students learn new information. Nonlinguistic representations provide students with tools to help students construct meaning and increase understanding of content. These strategies enrich the educational experience for both at-risk and non-at-risk students as instruction becomes more visually oriented and concrete, in all content areas.

As part of our MTSS process, IIP and IRP students will receive supplemental reading and math instruction above and beyond their core-content instruction that allows them additional time to practice and apply these strategies. Assigned intervention staff will provide support multiple times a week in 30-60 minute increments. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at-risk counterparts.

The PLC process enables common planning and ensures assessments are administered consistently within the grade levels to enable staff to have data dialogue and plan "next steps" intervention and/or enrichment.

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

Our MTSS structure enables our staff to ensure all students are receiving the necessary supports. In addition, our teachers are using high-leverage Tier 1 and 2 strategies to meet the needs of our students.

Our beginning and end of year NWEA data shows strong student achievement growth in ELA and math.

**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.**

Tier I instruction occurs in the classroom. Teachers use best practices with all students in all content areas. The Balanced Literacy and Math approaches ensure that students are being taught and supported at their instructional level.

Tier II instruction occurs in the classroom. Teachers use Jan Richardson strategies to provide additional support to students. Progress monitoring is used to modify instruction for students' needs in reading and math.

Tier III instruction includes small-group intervention outside the classroom by our Title I, EL staff, or Special Education teacher. Tier III students are identified based on DRA2, NWEA and MSTEP data.

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

Student data is monitored throughout the year during the MTSS data meetings, PLC meetings, 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 analysis is conducted during our quarterly MTSS data meetings where intervention staff and general education staff come together to determine any academic impact for students, and make adjustments for students.



**Component 3: Instruction by Highly Qualified Staff**

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

This year, we had 1 new classroom teacher to our school and no new specials teacher.

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

1 teachers (0-3 years)

2 teachers (4-8 years)

5 teachers (9-15 years)

11 teachers (>15 years)

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

Susick Elementary is a highly desirable place to work. We have an inviting, friendly community and a newly renovated building with updated technology. The administration is supportive and staff members collaborate well. The school population is stable, and we have strong parent involvement.

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

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

1. District Wide Accreditation by AdvancEd
2. Fifteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training (3 sessions)
5. Curriculum Steering Committee funding staff development for teachers
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, MediaCast, and email for each staff member
8. Curriculum and Instructional Technology Specialists to support classroom teachers
9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
11. Media centers with media specialists in each building; distance learning programs
12. Full-time Instructional Technology department and tech support
13. Newly renovated schools
14. 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?**

We consistently maintain a highly qualified teaching staff at Susick Elementary.

## 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.**

Susick staff will continue to attend district-provided training in Classroom Instruction that Works to ensure all classroom teachers receive the training.

Staff will also continue to receive the job-embedded Language Arts and Math professional development provided by our content specialist.

Title I/School Improvements funds will be used to provide professional development in Math Workshop.

District curriculum instruction specialists will provide in-house professional training in areas of need based on our School Improvement Plan.

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

Professional development is sustained and ongoing through our PLC meetings, regularly scheduled staff meetings and job-embedded coaching.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Attached is Susick Elementary's 2017-2018 Professional Development Plan	Susick Professional Development

## Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school-wide plan through parent surveys and on-going discussions. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. We seek additional input regarding the school culture and specific parent concerns from parents through surveys from community events and additional input was gathered at all parent-school activities, PTO meetings, conferences and Title I meetings.

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

We have implemented several activities as part of our family engagement plan. We advertise and encourage parent participation in these activities through our monthly newsletter, weekly principal bulletin updates, reminder notes home, our school marquee, our website, and by making phone calls home through our Automated Robo All-Call system.

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

We evaluate our Parent Involvement Plan continuously. We do so through parent surveys at our ELL, Title I, "Muffins with Moms," "Donuts with Dads," and PTO meetings. We also have an end of the year parent survey that has specific questions on how parents could be and would want to be more involved at Susick Elementary. Finally, our staff members make themselves accessible to parents so they can receive important feedback. Revisions to the plan will be made based on feedback. Using feedback from these meetings, as well as all data examined throughout the year, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Attached is Susick Elementary's 2018-2019 Family Engagement Plan and List of Activities	Parent Involvement

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

We have a list of activities in our Family Engagement Plan. Included in the activity list are Title I meetings, feedback from parents, and opportunities for parents to review our plan.

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

District webpage provides a video on understanding the new cut scores; "Parent Portal" information (parent log-in to check student attendance, overall grades, and class grade progress)

### 2. Provide materials and training for parents

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

### 3. Training for school staff

Joyce Epstein's "School Family Community Partnerships" Training

Social Worker provide training during PLC

### 4. Coordinate with parent involvement in other programs

Boosters, KidEquip, other district schools, GSRP/World of Fours Program, Headstart

### 5. Provide information in a format that is understandable to parents

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.

### 14. Provide other reasonable support as requested

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

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

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

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

At the beginning of the year we have our Title I Parent Meeting. During this meeting, we share our plan. We also ask for feedback. In addition, at the end of the year, we hold another Title I parent meeting and we request feedback on our plan as well.

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 combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team (of

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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 input from the parent surveys is used to identify and improve areas of concern. In addition, we will continue to implement programs that have proven to be beneficial for students and families.

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

The school-parent-student compact was developed to hold parents and students accountable for student learning. Every year this school-parent-student compact is given to parents at our Meet the Teacher night and then reviewed at the end of the year Title I parent meeting to ensure we are meeting the needs of our community.

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

The compact is shared with parents and students at Open House in September. All parties are asked to review and commit to the compact. The compact is then reviewed at our end of the year Title I parent meeting.

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

n/a

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Attached is our Parent-Student-Staff Compact	2018-2019

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

Warren Consolidated Schools provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment 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.





## 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?

Within our school we provide the following Kindergarten transition opportunities:

May

- a. Preschool Lunch in Susick Café: May 12th (Susick preschool students)
- b. Kindergarten Preview: May 9th, 6:30-7:30pm

June

- a. Kindergarten Orientation: May 22nd & 23rd Incoming K students in groups of 4-5 come in for 1 hour (45 minutes is whole group activity and individual screening; 15 minute for parent conference)
- b. Susick Book Mobile: June 28th, (6:00-7:00 p.m.)

July

- a. Susick Book Mobile: July 12th and July 26th (6:00 pm-7:00 pm)

August

- a. Free Kindergarten Camp: August 16th-18th and 23rd-25th , 9:00-11:00am each session
- b. Susick Book Mobile: august 9th (6:00-7:00 pm)
- c. Home Visits: dates and times to be determined

September

- a. "Opening Day" Breakfast: September 5th (1st day of school) Kindergarten students and family members meet in Susick Café
- b. Home Visits: dates and times to be determined

Supplies Given for Summer of 2017

- Summer Reading Challenge Booklet
- MISD Summer Backpack filled with school supplies and various books
- Kindergarten Activity Booklet
- Susick Book Mobile: Free books given away at various areas within the Susick boundary

### 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?

\*Pre K literacy night

\*Parent teacher conferences to review student academics

\*Kindergarten Preview for all incoming kindergarten students and families in the Spring. The parents hear presentations about Susick from various staff members as well as tour the building, while the incoming kindergartners visit the kindergarten classroom and do some activities with the current kindergarten class.

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\*Kindergarten Readiness in June for all incoming kindergarten students and their parents. During the orientation, each incoming kindergarten student is assessed in academic and behavior skills and then each parent conferences with the staff member who assessed their child to go over the results as well as share strategies for the parent to work with their child.

\*Home visits scheduled for August through October for all kindergarten families.

\*Kindergarten Readiness Camp for all incoming kindergartners two weeks in August to acclimate students to the building, and orient them to routines, schedules and rules.

Our Kindergarten Transition Plan is available as an uploaded attachment to the supporting documents portion of the SIP

## **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?**

Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders here at Susick Elementary. The school improvement planning team, in conjunction with the staff through our MTSS process, is involved in making decisions that help drive the direction of our school. Staff analyzes the results of grade level assessments to determine if students are on track for meeting the standards. This information guides the instructional focus for Susick teachers. If students are not achieving at an acceptable rate, then re-teaching strategies and interventions based on the three tiered model are implemented.

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

During our quarterly MTSS data meetings, the teachers, intervention staff, and principal discuss and monitor student data and instructional approaches for learning.

In addition, Susick 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:

DRA

NWEA

MSTEP

WIDA

#### Writing:

Grades K-5:

District Writing Performance Tasks

#### Math:

Students who score below 70% on common assessments.

Also, teacher observation, parent input, attendance and behavioral issues are used as part of the criteria to identify at-risk students. Staff analyze student achievement data using Data Director, MSTEP, NWEA and district common assessment results during PLC and SIP meetings, district-level curriculum development meetings, and district-level professional development workshops. Based on discussion of the data trends and item analysis, staff develops or refines strategies and assessments to improve student achievement.

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

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

Through our MTSS process, student data is reviewed at least four times throughout the school year. Teachers collaborate with our ELL, Title I, and Special Education support staff to decide what students need additional support.

### **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?**

Susick Elementary utilizes a MTSS school-wide process to conduct timely and additional assistance to those students who fail to meet the grade level content expectations. Tier I instruction applies to all students and is done by the classroom teacher.

Tier II applies to students who fall into the at-risk category using the criteria indicated above and who do not make adequate gains using the Tier I classroom-based interventions. Tier II interventions occur in a small group or one-on-one sessions within the classroom and as needed with our Title I teacher. The Title I teacher works with students in a small group focusing on closing the gap between the required benchmark level and the students' performance level in reading, writing, and math. Our volunteer reading specialist works with students one-on-one or in small groups to target deficit areas in reading fluency and reading comprehension. Additionally, students are invited and encouraged to attend before-school programs for math where highly qualified teachers provide activities to strengthen math skills. Tier III applies to students who do not make gains using Tier I or Tier II interventions and need intensive one on one or small group instruction.

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

Teachers use curriculum pacing guides to ensure students receive the appropriate instruction. Weekly lesson plans are developed based on curriculum standards, developmentally appropriate practices and learning styles to ensure optimal student success. Teachers access various materials from both curriculum guides and support materials to develop, teach, and implement the curriculum. Teachers use leveled books from the literacy library during guided reading groups; IXL and Spelling City online to support math and spelling instruction; Words Their Way for reading and writing.

## **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.**

At Susick Elementary, we have a Title I teacher who works with our identified at-risk students as well as their parents. This staff member's salary and benefits are funded through Title I funds. We have also used our Title I funds to increase parent involvement. We hosted four before-school breakfasts titled Kindergarten Kick-off, Muffins with Moms and Donuts with Dads. At these breakfasts we provided a meal for the parents and students and books for the students. During the 2016-2017 school year, more than 300 parents attended the breakfasts. Books are provided to students to use throughout the year to support reading, writing and math. We also purchase books for the classroom teachers to enhance their classroom library. Web-based programs such as iXL and Vocab/Spelling City are also purchased to provide support inside and outside the classroom.

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

#### 1. Comprehensive Needs Assessment:

- General Fund - Professional Learning Community meetings; SIP Team meetings

#### 2. Schoolwide Reform Strategies:

- General Fund - Professional Learning Communities model of school improvement (based on the work of Richard DuFour)
- Title I - Parent breakfasts, books for students, Title I teacher salary

#### 3. Highly Qualified Staff:

- General Fund

#### 4. Attract and Retain Highly Qualified Staff:

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

#### 5. Professional Development:

SY 2018-2019

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- 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, DRA(2), science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS
- Title II - PLC and School Improvement Training
- Title II - Visits by content specialists
- Title III - Differentiated Instruction for ELs
- Title III - Oral Language Development (and assessment)
- Title III - Writing
- Title III - SIOP (Sheltered Instruction Observational Protocol)
- Title I - Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)
- Title I - Differentiated Instruction
- Title I - Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Title I - Math Intervention Strategies
- Title I - Math Workshop professional development

### 6. Parental Involvement:

- General Fund - District webpage with parent education sites; translation available in major languages
- General Fund - ELL Tutor/translators available for parent meetings/communication
- General Fund - ELL Parent Advisory Committee (meet 3x/year)
- General Fund - ELL Parent Involvement Meetings (6-8x/year at different schools)
- General Fund - ESL Classes through Community Services
- General Fund - ELL Parent Education DVDs
- General Fund - "Language Line", on-demand interpretation service via phone system
- General Fund - Spring and Fall Parent-Teacher Conferences
- General Fund - "Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal
- General Fund - Automated Phone Fan-out system;
- Title I - Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Title I - Spring Title I Evaluation Meeting
- Title I - Parent Focus / Survey Groups
- Title I - 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;
- Volunteer/Community Services - IEP meetings for Special Education students
- Volunteer/Community Services - Classroom/media center volunteers/field trip/camp supervision;
- Volunteer/Community Services - PTO/Boosters membership (school and district level)
- Volunteer/Community Services - District American Education Week Poster Contest;
- Volunteer/Community Services - Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

### 7. Preschool Transition:

- Title I, IDEA, General Fund - PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff
- Title I, IDEA, General Fund - Kindergarten Orientations
- Title I, IDEA, General Fund - World of Fours - preschool program for at-risk students
- MISD Grants - Kindergarten Home Visits

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### 8. Assessment Decisions:

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

### 9. Timely & Additional Assistance:

- Title I, Title III, General Fund - Title I Teachers
- Title I, Title III, General Fund - Title I Aides;
- Title I, Title III, General Fund - Intervention Specialist;
- Title I, Title III, General Fund - Before/After-school Tutoring/Extended Programs
- Title I, Title III, General Fund - Summer School Program (including elementary level instructional DVDs in reading)
- Title I, Title III, General Fund - Language Acquisition teachers, aides and counselors
- Title I, Title III, General Fund - Family Resource Assistant
- General Fund - Genessee ISD Program GEN NET
- General Fund, IDEA - Resource Room Teachers
- General Fund, IDEA - Teacher Consultants
- General Fund, Sec. 107/WIA Core Grants - Adult ESL Program
- General Fund, Sec. 107/WIA Core Grants - HS WIA Mentoring Program at WMHS and SHHS

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

- Title I, General Fund - Administrator of State and Federal Programs, Central Office Administrators, Building Staff

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

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.

## **Evaluation:**

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

Grade level teams meeting frequently to discuss their students' growth. In addition, our teachers meet with our intervention team as part of our MTSS process to closely monitor student growth in the area of reading and math. NWEA data is reviewed at the beginning and end of the year to gauge summative assessment growth.

Students who continue to need additional academic support are identified and provided supplemental instruction through extended learning programs. At-risk students are monitored throughout the year by the intervention staff through our MTSS process to determine the appropriateness and effectiveness of interventions utilized.

### **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.**

Our staff evaluates the effectiveness of our program through our students' scores on the DRA, NWEA, WIDA, and M-STEP results.

### **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.**

Our school places a strong emphasis on the bottom 30% of our students. Analysis of the bottom 30% of students in grades 1-5 who took the fall and spring NWEA, 89% of the students met their growth target.

### **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?**

Part of our regular school improvement meetings include the analysis and discussion of what can be improved in our school to enhance learning. Our staff shares student information with parents through progress reports, parent teacher conferences, report cards, e-mails, after school programs, as well as parent phone calls.

Our SIP strategies were reviewed by the entire staff at an end of the year staff meeting to ensure all input and feedback is provided.



# **Susick Elementary School Improvement Plan 2018-2019**

## Overview

### Plan Name

Susick Elementary School Improvement Plan 2018-2019

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2018-2019 All students at Susick Elementary School will show growth in reading.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
2	2018-2019 All students at Susick Elementary School will show growth in math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
3	2018-2019 Building a Positive School Community	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$2000

## Goal 1: 2018-2019 All students at Susick Elementary School will show growth in reading.

### Measurable Objective 1:

80% of All Students will increase student growth in Reading in English Language Arts by 06/07/2019 as measured by state and common assessments.

### Strategy 1:

Balanced Literacy Approach - Teachers will implement a Balanced Literacy Approach five days a week. This includes Guided Reading, Daily 5 and whole group literacy instruction in order to increase student comprehension of text.

Category: English/Language Arts

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet with each guided reading group at least three times a week. Teachers will use resources such as Benchmark Literacy, The Next Step Forward in Guided Reading (Jan Richardson), the literacy library, and data from DRA2, MLPP and NWEA to address student needs.	Direct Instruction	Tier 1	Evaluate	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Development activities to learn strategies to use with struggling readers, including support from the early literacy coach Val Puffer, to implement Tier 2 instruction in each classroom.	Professional Learning	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

### Strategy 2:

Skill-Based Reading Intervention - Assigned staff will provide small group push-in or pull-out support in reading. Staff will use progress monitoring 1-2 times per month as part of our MTSS program. Student data will be pulled using the NWEA Learning Continuum and DRA2.

Category: English/Language Arts

Tier: Tier 2

Activity - Power Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on student data, qualifying students from each grade will meet with support staff and possibly a grade level teacher for direct instruction using Jan Richardson strategies, Reading Mastery, Language for Thinking and Language for Learning programs.	Direct Instruction	Tier 3	Getting Ready	09/10/2018	06/07/2019	\$0	Title I Schoolwide	Assigned staff
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Activity - MTSS Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and support staff will meet quarterly to discuss student progress monitoring data. Assessments used include Benchmark Literacy, NWEA, DRA2, MLPP, EASY CBM, Pearl, Core Phonics and common assessments. Results are recorded in district-provided IRP (Individual Reading Plan) and IIP (Individual Instructional Plan) forms.	Teacher Collaboration, Monitor	Tier 1	Implement	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

### Strategy 3:

Professional Learning Community - 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.

Category: Learning Support Systems

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet as part of our PLC Framework to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Evaluation, Monitor	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

Activity - Grade Level Common Prep Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet during their common prep time at least once a week to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Evaluation, Monitor	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

## Goal 2: 2018-2019 All students at Susick Elementary School will show growth in math.

### Measurable Objective 1:

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80% of All Students will demonstrate a proficiency in math in Mathematics by 06/07/2019 as measured by state and common assessments.

**Strategy 1:**

Balanced Math Approach - Teachers will implement a Balanced Math Approach daily to improve mathematical practices.

Category: Mathematics

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize number talks to develop number sense.	Direct Instruction	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

Activity - Math Journal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Math Journals to improve students' problem solving skills	Direct Instruction	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with small groups 3-5 times per week to differentiate math instruction and support students' needs	Direct Instruction	Tier 1	Implement	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

**Strategy 2:**

Professional Learning Community - Staff will collaborate as a Professional Learning Community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices.

Category: Learning Support Systems

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in grade level meetings as part of our PLC framework to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/10/2018	06/10/2019	\$0	General Fund	assigned staff

Activity - Grade Level Common Prep Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teams will meet during their common prep time at least once a week to ensure staff align curriculum, instruction and assessment.	Teacher Collaboration	Tier 1	Evaluate	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff
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### Goal 3: 2018-2019 Building a Positive School Community

#### Measurable Objective 1:

80% of All Students will demonstrate a behavior that supports a positive school culture in Practical Living by 06/07/2019 as measured by staff observations and referrals.

#### Strategy 1:

Positive Behavior Intervention Support System - Create a school-wide Positive Behavior Intervention Support System.

Category: School Culture

Tier: Tier 1

Activity - PBIS Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who demonstrate positive behavior will be rewarded.	Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

Activity - PBIS Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide assemblies to promote and reward positive behaviors.	Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	General Fund	Assigned staff

#### Measurable Objective 2:

80% of All Students will collaborate to attend parent engagement nights in Practical Living by 06/07/2019 as measured by sign-in sheets.

#### Strategy 1:

Parent Engagement Nights - Parents and families are invited to Susick to participate with their students in a range of activities throughout the school year.

Category: School Culture

Tier: Tier 1

Activity - Parent Breakfasts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students share a breakfast with their mom/dad in the spring.	Community Engagement, Parent Involvement	Tier 1	Evaluate	09/10/2018	06/07/2019	\$500	Title I School Improvement (ISI)	Assigned staff
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Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate in evening activities centered around Math, Reading and Science/Social Studies.	Community Engagement, Parent Involvement	Tier 1	Implement	09/10/2018	06/07/2019	\$1500	Title I School Improvement (ISI)	Assigned staff

### Measurable Objective 3:

80% of All Students will collaborate to enroll in a school-wide communication system involving families in Practical Living by 06/07/2019 as measured by enrollment numbers.

### Strategy 1:

School wide web-based communication tool - All staff will post at least twice a month.

Category: School Culture

Tier: Tier 1

Activity - Introduction to Communication Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be introduced to the communication tool during the Fall Open House, and will be given an opportunity to sign up.	Communication	Tier 1		09/04/2018	06/07/2019	\$0	General Fund	All staff



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Hour	Based on student data, qualifying students from each grade will meet with support staff and possibly a grade level teacher for direct instruction using Jan Richardson strategies, Reading Mastery, Language for Thinking and Language for Learning programs.	Direct Instruction	Tier 3	Getting Ready	09/10/2018	06/07/2019	\$0	Assigned staff

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Breakfasts	Students share a breakfast with their mom/dad in the spring.	Community Engagement, Parent Involvement	Tier 1	Evaluate	09/10/2018	06/07/2019	\$500	Assigned staff
Curriculum Nights	Students and parents are invited to participate in evening activities centered around Math, Reading and Science/Social Studies.	Community Engagement, Parent Involvement	Tier 1	Implement	09/10/2018	06/07/2019	\$1500	Assigned staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading	Classroom teachers will meet with each guided reading group at least three times a week. Teachers will use resources such as Benchmark Literacy, The Next Step Forward in Guided Reading (Jan Richardson), the literacy library, and data from DRA2, MLPP and NWEA to address student needs.	Direct Instruction	Tier 1	Evaluate	09/10/2018	06/07/2019	\$0	Assigned staff

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Math Journal	Daily Math Journals to improve students' problem solving skills	Direct Instruction	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Assigned staff
MTSS Intervention Meetings	Classroom teachers and support staff will meet quarterly to discuss student progress monitoring data. Assessments used include Benchmark Literacy, NWEA, DRA2, MLPP, EASY CBM, Pearl, Core Phonics and common assessments. Results are recorded in district-provided IRP (Individual Reading Plan) and IIP (Individual Instructional Plan) forms.	Teacher Collaboration, Monitor	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Assigned staff
Grade Level Meetings	Grade level teams will meet as part of our PLC Framework to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Evaluation, Monitor	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Assigned staff
Number Talks	Utilize number talks to develop number sense.	Direct Instruction	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Assigned staff
Grade Level Meetings	Staff will participate in grade level meetings as part of our PLC framework to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Monitor	Tier 1	Monitor	09/10/2018	06/10/2019	\$0	assigned staff
Professional Development	Staff will participate in Professional Development activities to learn strategies to use with struggling readers, including support from the early literacy coach Val Puffer, to implement Tier 2 instruction in each classroom.	Professional Learning	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	Assigned staff
Grade Level Common Prep Meetings	Grade level teams will meet during their common prep time at least once a week to ensure staff align curriculum, instruction and assessment.	Teacher Collaboration	Tier 1	Evaluate	09/10/2018	06/07/2019	\$0	Assigned staff
Grade Level Common Prep Time	Grade level teams will meet during their common prep time at least once a week to ensure staff are aligning curriculum, instruction and assessment.	Teacher Collaboration, Evaluation, Monitor	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Assigned staff
Math Workshop	Teachers will meet with small groups 3-5 times per week to differentiate math instruction and support students' needs	Direct Instruction	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Assigned staff
PBIS Tickets	Students who demonstrate positive behavior will be rewarded.	Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	Assigned staff
PBIS Assemblies	School-wide assemblies to promote and reward positive behaviors.	Behavioral Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	Assigned staff
Introduction to Communication Tool	Parents will be introduced to the communication tool during the Fall Open House, and will be given an opportunity to sign up.	Communication	Tier 1		09/04/2018	06/07/2019	\$0	All staff