



School Improvement Plan

Arno Elementary School

Allen Park Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

The comprehensive needs assessment (CNA) process began in the fall of 2016 at the first meeting of the School Improvement Plan team (SIP). The SIP members include the following: School Principal, Parent representatives, Kindergarten teacher, Second grade teacher, Third grade teacher, Fourth grade teacher, Fifth grade teacher, and Title I teacher. The SIP team met monthly at Arno to work on this process and decisions were made through consensus. All materials viewed were in parent-friendly language format. Meetings are conducted throughout the year to view academic data and review the School Improvement Goals and Objectives. The whole staff collaboratively gave input to the school improvement plan and was involved in all aspects of the plan during the 2016-2017 school year. Data reports were accessed either electronically or on paper from MiSchoolData, BAA, Dibels, and NWEA MAP. The school improvement team led the analysis process during PLC meetings. Staff identified if achievement gaps were present in all content areas for all students and subgroups 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 subgroups and preliminary priority goals, strategies and activities were developed by the staff.

The School Improvement team, which meets monthly, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. SIP Team leaders communicate with staff at PLC meetings and staff meetings to ensure all stakeholders are involved in the process. Parent representative(s) are invited to be members of the School Improvement Team by the principal. The principal explains the process for the SIP meetings (during a phone conversation/meeting, PTA meetings, Parent Workshops, etc.) with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement policy and activities. Parent representatives are encouraged to share updates at PTA meetings/or help write newsletter articles, etc. We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, etc. from parents through paper surveys and at all parent workshops, school activities/PTA meetings, conferences, etc. 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, School System Review), and demographic data throughout the year during SIP time. The needs assessment was conducted by Arno's School Improvement Team. Information was gathered from all stakeholders at Arno by:

1. The SIP team met eight times from October 2017 to May 2018 during the day to gather data, analyze data, create surveys, research best practice, develop goals based on student achievement data, and meet with parents.
2. The SIP team shared updates on the Comprehensive Needs Assessment and implementation of the School Improvement Plan with staff during monthly staff meetings and teacher feedback/input was collected.
3. Parents were surveyed in February via eProve
4. Parents were surveyed after each parent workshop.
5. Students were indirectly involved in the Comprehensive Needs Assessment via student online survey. Our SIP team came to an agreement by consensus. All decisions made during this process were handled by this method.

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?

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The following types of data were discussed when compiling the Comprehensive Needs Assessment:

Demographic: Enrollment, Ethnicity, Subgroups, Socioeconomic Status, Attendance and Behavior

Process: Walk-through data

Perception: Staff, Parent, and Student Surveys

Achievement: MSTEP, Measures of Academic Performance (MAP), District Benchmark Assessments, Dibels, and teacher assessments

DEMOGRAPHIC DATA:

Enrollment:

2013-2014 512 Students

2014-2015 524 Students

2015-2016 521 Students

2016-2017 517 Students

Enrollment from 2013-2017 remained steady.

Ethnicity:

Arno Elementary was 5% African American, 15.6% Hispanic and 77.4% White for the 2013-2014 school year.

Arno Elementary was 5% African American, 15.6% Hispanic, 77.4% White, for the 2014-2015 school year.

Arno Elementary was 5% African American, 15.6% Hispanic, 77% White, for the 2015-2016 school year.

Arno Elementary was 4.9% African American, 18.5% Hispanic, 74.4% White, for the 2016-2017 school year.

The student ethnicity percentages are stable.

Economic (SES):

Arno Elementary School had 44% (225 students) economically disadvantaged students in the 2013-2014 school year.

Arno Elementary School had 45% (235 students) economically disadvantaged students in the 2014-2015 school year.

Arno Elementary School had 43% (224 students) economically disadvantaged students in the 2015-2016 school year.

Arno Elementary School had 40% (225 students) economically disadvantaged students in the 2016-2017 school year.

For the past three years the percentage of economically disadvantaged students has remained stable.

Males/Females:

Arno Elementary population was 49% (251) male and 51% (261) female for the 2013-14 school year.

Arno Elementary population was 49% (259) male and 51% (265) females in the 2014-2015 school year.

Arno Elementary population was 49% (255) male and 51% (266) female for the 2015-2016 school year.

Arno Elementary population was 49% (253) male and 51% (266) female for the 2016-2017 school year.

From 2013 to 2017, there were more females than males.

Students With Disabilities:

Arno Elementary had 8% (41) students in attendance for the 2013-14 school year with identified disabilities.

Arno Elementary had 8% (42) students in attendance for the 2014-15 school year with identified disabilities.

Arno Elementary had 6% (30) students in attendance for the 2015-16 school year with identified disabilities.

Arno Elementary had 12% (62) students in attendance for the 2016-17 school year with identified disabilities.

The percentage of students identified with disabilities increased from 2013-2017.

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Attendance:

2013-2014 School Year 93%

2014-2015 School Year 95%

2015-2016 School Year 90%

2016-2017 School Year 91%

Student attendance has remained stable in the 90th percentile over the past four years.

STAFF DEMOGRAPHICS:

Total Staff: 32

ETHNICITY BACKGROUND:

Hispanic: 0%

African-American: 0%

Caucasian: 100%

Other: 0%

HIGHEST DEGREE EARNED:

90% of staff members have a Master's Degree

STUDENT ACHIEVEMENT:

READING GAP STATEMENT FOR ALL STUDENTS:

57% of all students scored at or above proficiency on the state's required assessment, leaving no gap with the state's average proficiency rate of 46%.

READING GAP STATEMENT BY GRADE LEVEL:

Kindergarten students scored 150 at or above proficiency on the Winter NWEA Reading Assessment, a 8 point gap was noted from the RIT norm of 158.

First grade students scored 172 at or above proficiency on the Winter NWEA Reading Assessment, no gap was noted from the norm of the RIT norm of 172.

Second grade students scored 183 RIT at or above proficiency on the Winter NWEA Reading Assessment, a 1 point was noted from the norm of the RIT norm of 184.

Third grade students scored 198 RIT at or above proficiency on the Winter NWEA Reading Assessment, no gap noted from the RIT norm of 196.

- On M-STEP, 61% of third grade students were advanced or proficient, no gap noted from the state average of 44%

Fourth grade students scored 207 RIT at or above proficiency on the Winter NWEA Reading Assessment, no gap noted from the RIT norm of 204.

- On M-STEP, 60% of fourth grade students were advanced or proficient, no gap noted from the state average of 44%

Fifth grade students scored 212 at or above proficiency on the Winter NWEA Reading Assessment, leaving no gap from the RIT norm of 210.

- On M-STEP, 48% of fifth grade students were advanced or proficient, a 3% gap noted from the state average of 51%.

Overall, 58% of grades 1-5 students were at or above proficiency on the Winter NWEA Reading Assessment.

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Overall, 57% of grade 3-5 students were at or above proficiency on the state M-STEP testing.

READING GAP STATEMENT BY SUBGROUPS:

Subgroups included gender, Asian-American, African- American, Hispanic, White, English Language Learners, and economically disadvantaged. A gap was noted in 5th grade males of 12%.

MATH GAP STATEMENT FOR ALL STUDENTS:

47% of all students scored at or above proficiency on the state's required assessment, leaving no gap with the state's average proficiency rate of 41%.

MATH GAP STATEMENT BY GRADE LEVEL:

Kindergarten students scored 148 at or above proficiency on the Winter NWEA Math Assessment, a gap of 11 points was noted from the RIT norm of 159.

First grade students scored 173 at or above proficiency on the Winter NWEA Math Assessment, a gap of 1 point was noted for the norm RIT of 174.

Second grade students scored 182 RIT at or above proficiency on the Winter NWEA Math Assessment, a gap of 4 points was noted for the norm RIT of 186.

Third grade students scored 197 at or above proficiency on the Winter NWEA Math Assessment, a 1 point gap was noted from the RIT norm of 198.

- On M-STEP, 51% of third grade students were advanced or proficient, no gap noted from the state average of 47%.

Fourth grade students scored 208 RIT at or above proficiency on the Winter NWEA Math Assessment, a 1 point gap was noted from the RIT norm of 209.

- On M-STEP, 58% of fourth grade students were advanced or proficient, no gap was noted from the state average of 42%

Fifth grade students scored 217 at or above proficiency on the Winter NWEA Math Assessment, leaving no gap from the RIT norm of 217 .

- On M-STEP, 30% of fifth grade students were advanced or proficient, a 5% gap was noted from the state average of 35%.

Overall, 53% of grades 1-5 students were at or above proficiency on the Winter NWEA Math Assessment.

Overall, 47% of grades 3-5 were at or above proficiency on the state M-STEP.

MATH GAP STATEMENTS BY SUBGROUPS:

Subgroups included gender, Asian-American, African- American, Hispanic, White, English Language Learners, and economically disadvantaged. No gap was noted from these groups for Grades 1-5.

WRITING GAP STATEMENT FOR ALL STUDENTS:

57% of all students scored at or above proficiency on the state's required assessment, leaving no gap with the state's average proficiency rate of 46%.

WRITING GAP STATEMENT BY GRADE LEVEL:

Kindergarten students scored 150 at or above proficiency on the Winter NWEA Literacy Assessment, a 8 point gap was noted from the RIT norm of 158.

First grade students scored 172 at or above proficiency on the Winter NWEA Literacy Assessment, no gap was noted from the norm of the RIT norm of 172.

Second grade students scored 183 RIT at or above proficiency on the Winter NWEA Literacy Assessment, a 1 point was noted from the norm of the RIT norm of 184.

Third grade students scored 198 RIT at or above proficiency on the Winter NWEA Literacy Assessment, no gap noted from the RIT norm of

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196.

- On M-STEP, 61% of third grade students were advanced or proficient, no gap noted from the state average of 44%.

Fourth grade students scored 207 RIT at or above proficiency on the Winter NWEA Literacy Assessment, no gap noted from the RIT norm of 204.

- On M-STEP, 60% of fourth grade students were advanced or proficient, no gap noted from the state average of 44%.

Fifth grade students scored 212 at or above proficiency on the Winter NWEA Literacy Assessment, leaving no gap from the RIT norm of 210.

- On M-STEP, 48% of fifth grade students were advanced or proficient, a 3% gap noted from the state average of 51%.

Overall, 66% of grades 1-5 students were at or above proficiency on the Winter NWEA Literacy Assessment.

Overall, 57% of grade 3-5 students were at or above proficiency on the state M-STEP testing.

WRITING GAP STATEMENT BY SUBGROUPS:

Subgroups included gender, Asian-American, African- American, Hispanic, White, English Language Learners, and economically disadvantaged. No gap was noted from these groups for Grades K-5.

SCIENCE GAP STATEMENT FOR ALL STUDENTS

22% of all students scored at or above proficiency on the M-STEP, no gap was noted from the state average of 15%.

SCIENCE GAP STATEMENT BY GRADE LEVEL

22% of all students scored at or above proficiency on the M-STEP, no gap was noted from the state average of 15%.

SCIENCE GAP STATEMENT BY SUBGROUPS:

Subgroups included gender, Asian-American, African- American, Hispanic, White, English Language Learners, and economically disadvantaged. No gap was noted from these groups for Grades K-5.

SOCIAL STUDIES GAP STATEMENTS FOR ALL STUDENTS

18% of all students scored at or above proficiency on the M-STEP, a 4% gap was noted from the state norm of 22%.

SOCIAL STUDIES GAP STATEMENTS BY GRADE LEVEL

18% of all students scored at or above proficiency on the M-STEP, a 4% gap was noted from the state norm of 22%.

SOCIAL STUDIES GAP STATEMENT BY SUBGROUPS:

Subgroups included gender, Asian-American, African- American, Hispanic, White, English Language Learners, and economically disadvantaged. No gap was noted from these groups for Grades K-5.

PERCEPTION DATA:

In 2017-2018, staff, parents, and students of Arno Elementary participated in a survey. The following are the results of these three perception surveys:

STAFF PERCEPTION STRENGTHS: Arno's staff survey found strengths in the following areas: (42 Respondents)

1. Our school provides qualified staff members to support student learning.

100% of staff chose either strongly agree or agree with a score of 4.5 on a 5 point scale.

2. Our school's purpose statement is clearly focused on student success.

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83% of staff chose either strongly agree or agree with a score of 4.33 on a 5 point scale.

3. Our school's leaders expect staff members to hold all students to high academic standards.

88% of staff chose either strongly agree or agree with a score of 4.31 on a 5 point scale.

STAFF PERCEPTION OF CONCERNS: Arno's staff survey revealed a weakness in the following areas:

1. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

57% of staff chose either strongly agree or agree with a score of 3.5 on a 5 point scale.

2. Our school provides a plan for the acquisition and support of technology to support student learning.

65% of staff chose either strongly agree or agree with a score of 3.58 on a 5 point scale.

3. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

60% of staff chose either strongly agree or agree with a score of 3.6 on a 5 point scale.

PARENT PERCEPTION STRENGTHS: Arno's parent survey found strengths in the following areas: (51 Respondents)

1. All of my child's teachers use a variety of teaching strategies and learning activities.

91% of parents surveyed chose either strongly agree or agree with a score of 4.55 on a 5 point scale.

2. All of my child's teachers report on my child's progress in easy to understand language.

85% of parents surveyed chose either strongly agree or agree with a score of 4.45 on a 5 point scale.

3. Our school provides qualified staff members to support student learning.

88% of parents surveyed chose either strongly agree or agree with a score of 4.45 on a 5 point scale.

PARENT PERCEPTION OF CONCERNS: Arno's parent survey revealed a weakness in the following areas:

1. Our school shares responsibility for student learning with its stakeholders.

65% of parents surveyed chose either strongly agree or agree with a score of 3.82 on a 5 point scale.

2. Our school's governing body does not interfere with the operation or leadership of our school.

67% of parents surveyed chose either strongly agree or agree with a score of 3.88 on a 5 point scale.

3. Our school's purpose statement is formally reviewed and revised with involvement from parents.

67% of parents surveyed chose either strongly agree or agree with a score of 3.89 on a 5 point scale.

STUDENT PERCEPTION STRENGTHS: Arno's student survey found strengths in the following areas: (259 Respondents)

1. In my school, my teachers want me to do my best work.

96% of students chose a score of 3 on a 3 point scale (3 being the highest).

2. My school has computers to help me learn.

93% of students chose a score of 3 on a 3 point scale (3 being the highest).

3. In my school, my principal and teachers want every student to learn.

92% of students chose a score of 3 on a 3 point scale (3 being the highest).

STUDENT PERCEPTION OF CONCERNS: Arno's student survey revealed a weakness in the following areas:

1. My principal and teachers ask me what I think about school.

24% of students chose a score of 3 on a 3 point scale (3 being the highest).

2. My teachers ask my family to come to school activities.

44% of students chose a score of 3 on a 3 point scale (3 being the highest).

3. In my school, students treat adults with respect.

46% of students chose a score of 3 on a 3 point scale (3 being the highest).

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PROCESS/PROGRAM STRENGTHS:

Strand II - Leadership for Learning: 2.88 Rating

Strand IV - School, Family, and Community Relations: 2.75 Rating

PROCESS/PROGRAM WEAKNESSES:

Strand I - Teaching for Learning: 2.3 Rating

Strand III - Professional Learning Culture: 2.25 Rating

OBSERVATION DATA: This data was established through classroom walk throughs by the school leadership team.

STRENGTHS:

-100% of teachers use the Developmental Reading Assessments and/or NWEA appropriately to determine individual student needs and aid in differentiation of instruction. Teachers used assessment data to create ability groups and provide individualized instruction.

AREAS OF CONCERN:

-No concerns at this time.

CAUSES FOR THE GAP: ACHIEVEMENT CONCLUSIONS

ELA READING:

57% of all students scored at or above proficiency on the state's required assessment, leaving no gap between our school and the state's average proficiency rate of 46%. During the analysis, the Arno SIP team identified the low-performing strands in reading. Arno's priority areas to focus on in reading are Word Meaning (literal/nonliteral meaning, literary devices, making inferences and making conclusions, figurative language). Based on the subgroup data, a 12% gap was noted for fifth grade boys.

ELA WRITING:

57% of all students scored at or above proficiency on the state's required assessment, leaving a no gap between our school and the state's average proficiency rate of 46%. There was no identified subgroup. Therefore Arno's area of focus for writing will be in the areas of writing/editing/revising narrative text, writing/editing/revising/organizing informational text, writing/editing/revising/stating an opinion.

MATH:

47% of all students scored at or above proficiency on the state's required assessment, leaving a no gap between the school and the state's average proficiency rate of 41%. During the CNA analysis, the Arno SIP team identified Arno's low performing strands in mathematics. Arno's priority areas to focus on in mathematics are Measurement, Data Analysis, Problem Solving, and Communicating Reasoning. No subgroups were identified.

SCIENCE:

22% of all students scored at or above proficiency on the state's required assessment, leaving no gap between the school and the state's average proficiency rate of 15%. The Arno SIP team identified no subgroups. Arno will focus on implementing NGSX science inquiry and phenomenon.

SOCIAL STUDIES:

18% of all students scored at or above proficiency on the state's required assessment, leaving a 4% gap between the school and the state's average proficiency rate of 22%. The Arno SIP team identified no subgroups. Arno's focus will be implementing a well balanced social studies curriculum that supports a rigorous inquiry-based/ project-based instructional program for all grades that stresses the History of Michigan, Economics, Eco-justice, and Environmental learning expeditions reinforced through fieldwork and other related experiences.

PERCEPTION CONCLUSION: 100% of staff members agree that our school provides qualified staff members to support student learning. 91% of parents agree that their child's teachers use a variety of teaching strategies and learning activities. 96% of students agree that their teachers want them to do their best work.

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DEMOGRAPHIC CONCLUSION:

During the 2016-2017 school year, 517 students were enrolled at Arno. Arno's demographics include the following:

Hispanic: 18.5%

African-American: 4.9%

Caucasian: 74.4%

American Indian: < 1%

Arno's average daily attendance was 91%. Arno's priority will be to focus on providing interventions such as Peer Mentoring, Anti-Bullying, and Positive Behavior events for recognition of students. Data analysis teams, along with the Leadership Team, will help monitor the overall improvement and implementation of all behavior strategies in targeted content areas. The main office will monitor daily attendance and suspension rate. Additionally, professional development and classroom management training for staff will be included. With regards to staff demographics, Arno will continue to recruit from a diverse pool of applicants to fill the ranks of teaching staff. Arno will also encourage more staff members to pursue Master's Degrees.

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 following school goals are connected to priority needs and the needs assessment based on data findings of the Comprehensive Needs Assessment. The following sources were used to help determine the needs:

M-STEP, NWEA, DRA, Dibles, WIDA, Program/Process Data, Demographic and Perception Data.

READING: All students will increase their proficiency in Reading.

Achievement data indicated that only 60% of all students are proficient in Reading with a need to focus on:

Narrative Comparison

Key Events within Informational Text

Vocabulary within Informational Text

Perception Data indicated that Arno parents believe that teachers provide an equitable curriculum that meets their child's learning needs. 43% of teachers indicated that they would benefit from more training in the evaluation, interpretation, and use of data within their grade level. Therefore, Arno Elementary will offer extended professional development during grade level planning, District PLC time, and District-wide professional development. Summer school will be offered to students who are furthest from the State Proficiency Target.

WRITING: All students will increase their proficiency in Writing.

Achievement data indicated that only 20% of all students are proficient in Writing with a need to focus on

Revision Skills

Organizational Skills

Perception Data indicated that Arno parents believe that teachers provide an equitable curriculum that meets their child's learning needs. 43% of teachers indicated that they would benefit from more training in the evaluation, interpretation, and use of data within their grade level. Therefore, Arno Elementary will offer extended professional development during grade level planning, District PLC time, and District-wide professional development. Summer school will be offered to students who are furthest from the State Proficiency Target.

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MATH: All students will increase their proficiency in Math.

Achievement data indicated that only 52% of all students are proficient in Math with a need to focus on:

Place Value

Operations

Perception Data indicated that Arno parents believe that teachers provide an equitable curriculum that meets their child's learning needs. 43% of teachers indicated that they would benefit from more training in the evaluation, interpretation, and use of data within their grade level. Therefore, Arno Elementary will offer extended professional development during grade level planning, District PLC time, and District-wide professional development. Summer school will be offered to students who are furthest from the State Proficiency Target.

SCIENCE: All students will increase their proficiency in Science.

Achievement data indicated that only 18% of all students are proficient in Science with a need to focus on:

Vocabulary within Content Area

Communicating Findings of Observations

Perception Data indicated that Arno parents believe that teachers provide an equitable curriculum that meets their child's learning needs. 43% of teachers indicated that they would benefit from more training in the evaluation, interpretation, and use of data within their grade level. Therefore, Arno Elementary will offer extended professional development during grade level planning, District PLC time, and District-wide professional development. Summer school will be offered to students who are furthest from the State Proficiency Target.

SOCIAL STUDIES: All students will increase their proficiency in Social Studies. Achievement data indicated that only 23% of all students are proficient in Social Studies with a need to focus on:

Identifying Key Events in Chronological Order

Cause and Effect in Key Events

Perception Data indicated that Arno parents believe that teachers provide an equitable curriculum that meets their child's learning needs. 43% of teachers indicated that they would benefit from more training in the evaluation, interpretation, and use of data within their grade level. Therefore, Arno Elementary will offer extended professional development during grade level planning, District PLC time, and District-wide professional development. Summer school will be offered to students who are furthest from the State Proficiency Target.

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?

READING:

Strategies for ALL Students (Tier 1)

-Direct Instruction

-Guided Practice

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-Independent Practice

-Cooperative Learning

-Technology

-Progress Monitoring

-Differentiated Instruction

Intervention Strategies:

Tier 2: Differentiating through Small Group Instruction - Reading interventionists provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Academic support also takes place with special education teachers and highly qualified staff.

WRITING:

Strategies for ALL Students (Tier 1)

-Direct Instruction

-Guided Practice

-Independent Practice

-Cooperative Learning

-Technology

-Progress Monitoring

-Differentiated Instruction

Intervention Strategies:

Tier 2: Differentiating through Small Group Instruction - Interventionists provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Academic support also takes place with special education teachers and highly qualified staff.

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MATH:

Strategies for ALL Students (Tier 1):

-Direct Instruction

-Guided Practice

-Independent Practice

-Cooperative Learning

-Technology

-Progress Monitoring

-Differentiated Instruction

Intervention Strategies:

Tier 2: Differentiating through Small Group Instruction

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Academic support also takes place with special education teachers and highly qualified staff.

SCIENCE:

Strategies for ALL Students (Tier 1)

-Direct Instruction

-Guided Practice

-Independent Practice

-Cooperative Learning

-Technology

-Progress Monitoring

-Differentiated Instruction

Intervention Strategies:

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Tier 2: Differentiating through Small Group Instruction

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Academic support also takes place with special education teachers and highly qualified staff.

SOCIAL STUDIES:

Strategies for ALL Students (Tier 1):

-Direct Instruction

-Guided Practice

-Independent Practice

-Cooperative Learning

-Technology

-Progress Monitoring

-Differentiated Instruction

Intervention Strategies:

Tier 2: Differentiating through Small Group Instruction

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Academic support also takes place with special education teachers and highly qualified staff.

Component 2: Schoolwide Reform Strategies

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

Arno uses a Multi-Tiered Systems of Support (MTSS) model to provide high quality instruction and interventions that are matched to the student needs and are monitored on a frequent basis.

All students in all content areas will receive Tier 1 differentiated instruction through the general education program. Targeted students in content areas will receive additional small group instruction in areas of identified need in addition to Tier 1. Students in need of intensive intervention will receive increased time through extended learning opportunities.

READING

IN CLASS INSTRUCTION- Strategies for ALL students (Tier 1)

Arno uses a variety of strategies through differentiated instruction for all tier 1 students. The following strategies are employed.

DIRECT INSTRUCTION: Teachers read children's literature to the students, engaging them in understanding and comprehension of text, listening and speaking vocabulary, phonics, knowledge of story structure, the use of graphic organizers across all content areas, and the use of differentiated instruction to meet the needs of individual learners.

GUIDED PRACTICE: Teachers lead, suggest, explain, respond and provide feedback as students progress towards independence. Gradually, the teacher portion diminishes and the student portion lengthens until students are working independently. The development and use of common vocabulary across all content areas helps students reach independence.

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students.

COOPERATIVE LEARNING: Teachers structure small groups of students and support the collaborative work of those students. They observe and assist students. Teachers use cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice. Students engage in partner reading, turn and talk and structured discussion of stories or novels, and work in teams toward mastery of the vocabulary and content of the stories.

TECHNOLOGY: Teachers support differentiation of reading instruction by integrating technology. Technology is selected to meet the needs of each student at their current level of performance.

PROGRESS MONITORING: At varying intervals, reading teachers assess student progress using DIBELS Benchmarks assessments, Diagnostic Reading Assessment, and the NWEA MAP test.

DIFFERENTIATED INSTRUCTION: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing students with appropriate levels of challenge and the appropriate level of challenge and support to help them

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reach their goals. A differentiated classroom offers multiple ways for students to access content, to process and make sense of concepts and skills and develop products to demonstrate their learning. Teachers in differentiated classes understand the need to help students take increasing responsibility for their own growth. (Research cited: "Differentiation in Practice." Tomlinson, C.A. and Cunningham Edison, C. 2003. ASCD.)

INTERVENTION STRATEGIES

Tier 2: Differentiating through Small Group Instruction - Classroom teachers and Reading interventionists provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Co-teaching also takes place with special education teachers and highly qualified staff. Support is also provided through our Reading interventionists and Title I program.

Enrichment: A wide variety of resources are used within the classroom to improve and enrich classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction targeting specifically identified reading skills, phonetic intervention, regular oral reading fluency practice, in-class interventions and assessments (Ex. Leveled Literacy Library) utilizing progress monitoring, workshop, learning centers (technology based and other), reading and listening centers, independent work, peer tutoring, small group instruction, and cooperative learning. Instruction is differentiated based upon student ability.

OUTSIDE OF CLASS Resources are being used outside of the classroom to improve instruction as well. These include professional learning communities (PLC's), professional development for teachers and parents, and a summer school program.

WRITING

IN CLASS INSTRUCTION- Strategies for ALL students (Tier 1)

Arno uses a variety of strategies through differentiated instruction for all tier 1 students. The following strategies are employed.

DIRECT INSTRUCTION: Teachers model the writing process - this involves brainstorming, drafting, revising, editing, and publishing.

GUIDED PRACTICE: Teachers lead, suggest, explain, respond and provide feedback as students progress towards independence. Gradually, the teacher portion diminishes and the student portion lengthens until students are working independently. The development and use of common vocabulary across all content areas helps students reach independence.

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students.

COOPERATIVE LEARNING: Teachers structure small groups of students and support the collaborative work of those students. They observe and assist students. Teachers use cooperative learning activities built around the writing process. Students engage in peer editing/revising, turn and talk and work in teams to support each other during all steps of the writing process.

TECHNOLOGY: Teachers support differentiation of writing instruction by integrating technology. Technology is selected to to meet the needs

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of each student at their current level of performance.

PROGRESS MONITORING: At varying intervals, writing teachers assess student progress using student journals, writers workshop, and/or Collins Writing program.

DIFFERENTIATED INSTRUCTION: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing students with appropriate levels of challenge and the appropriate level of challenge and support to help them reach their goals. A differentiated classroom offers multiple ways for student to access content, to process and make sense of concepts and skills and develop products to demonstrate their learning. Teachers in differentiated classes understand the need to help students take increasing responsibility for their own growth. (Research cited: "Differentiation in Practice." Tomlinson, C.A. and Cunningham Edison, C. 2003. ASCD.)

INTERVENTION STRATEGIES

Tier 2: Differentiating through Small Group Instruction - Classroom teachers provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Co-teaching also takes place with special education teachers and Title I program aides.

Enrichment: A wide variety of resources are used within the classroom to improve and enrich classroom writing instruction. These include daily journal and cross-curricular writing tasks, emphasis on expressing reasoning through writing, writing workshop, learning centers, independent writing choices, and/or utilizing a variety of publishing methods. Instruction is differentiated based upon student ability.

OUTSIDE OF CLASS Resources are being used outside of the classroom to improve instruction as well. These include professional learning communities (PLC's), professional development for teachers and parents, and our summer school program.

MATH

IN CLASS INSTRUCTION- Strategies for ALL students (Tier 1)

Arno uses a variety of strategies through differentiated instruction for all tier 1 students. The following strategies are employed.

DIRECT INSTRUCTION: Teachers guide students through the mathematical process utilizing our math program Math in Focus. Teachers provide clearly written steps, manipulatives, and critical thinking skills for students with each lesson.

GUIDED PRACTICE: Teachers lead, suggest, explain, respond and provide feedback as students progress towards independence. Gradually, the teacher portion diminishes and the student portion lengthens until students are working independently. The development and use of common vocabulary, the steps and processes demonstrated by teacher, and the use of manipulatives help students reach

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students.

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COOPERATIVE LEARNING: Teachers structure small groups of students and support the collaborative work of those students. They observe and assist students who work together through turn-and-talk, shared white boards, and team problem-solving activities.

TECHNOLOGY: Teachers support differentiation of mathematics instruction by integrating technology through Think Central. Technology is selected to meet the needs of each student at their current level of performance.

PROGRESS MONITORING: Teachers use student workbook or exit ticket completed during the independent portion of the lesson to monitor student growth on a daily basis. Using the data from each lesson, teachers reteach or adjust lessons as necessary.

DIFFERENTIATED INSTRUCTION: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing students with appropriate levels of challenge and the appropriate level of challenge and support to help them reach their goals. A differentiated classroom offers multiple ways for students to access content, to process and make sense of concepts and skills and develop products to demonstrate their learning. Teachers in differentiated classes understand the need to help students taking increasing responsibility for their own growth. (Research cited: "Differentiation in Practice." Tomlinson, C.A. and Cunningham Edison, C. 2003. ASCD.)

INTERVENTION STRATEGIES

Tier 2: Differentiating through Small Group Instruction - Classroom teachers provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Co-teaching also takes place with special education teachers and Title I program teacher/aide.

Enrichment: A wide variety of resources are used within the classroom to improve and enrich classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction targeting specifically identified math skills, in-class interventions and assessments utilizing progress monitoring, workshop, learning centers (technology based and other), mathematics skills practice centers, independent work, peer tutoring, small group instruction, and cooperative learning. Instruction is differentiated based upon student ability.

OUTSIDE OF CLASS Resources are being used outside of the classroom to improve instruction as well. These include professional learning communities (PLC's), professional development for teachers and parents, and our summer school program.

SCIENCE

IN CLASS INSTRUCTION- Strategies for ALL students (Tier 1)

Arno uses a variety of strategies through differentiated instruction for all tier 1 students. The following strategies are employed.

DIRECT INSTRUCTION: Teachers model the inquiry process as a way for students to engage with science content. Teachers incorporate primary source materials, artifacts, realia, and hands on science experiments to provide explorative learning experiences for students. Teachers use quality children's literature, graphic organizers, and role playing to promote cross curricular practice of reading, writing, and speaking skills and understanding of science content.

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GUIDED PRACTICE: Teachers lead, suggest, explain, respond and provide feedback as students progress towards independence. Gradually, the teacher portion diminishes and the student portion lengthens until students are working independently. The development and use of common vocabulary across all content areas helps students reach independence.

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students.

COOPERATIVE LEARNING: Teachers structure small groups of students and support the collaborative work of students. They observe and assist students. Teachers guide students when working in their cooperative learning groups to apply the inquiry process. Students engage in partner reading, turn and talk, and hands on science experiments.

TECHNOLOGY: Teachers support differentiation of science instruction by integrating technology in a variety of ways. Teachers use technology to conduct virtual field trips, provide shared experiences, examine science content through video, and teach students to research. Technology can supplement the acquisition of content specific vocabulary and material.

PROGRESS MONITORING: Science teachers will assess student progress using the MSTEP assessment data. Teachers monitor students progress through informal observations, classwork, and teacher-created assessments.

DIFFERENTIATED INSTRUCTION: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing students with appropriate levels of challenge and the appropriate level of challenge and support to help them reach their goals. A differentiated classroom offers multiple ways for student to access content, to process and make sense of concepts and skills and develop products to demonstrate their learning. Teachers in differentiated classes understand the need to help students taking increasing responsibility for their own growth. (Research cited: "Differentiation in Practice." Tomlinson, C.A. and Cunningham Edison, C. 2003. ASCD.)

INTERVENTION STRATEGIES

Tier 2: Differentiating through Small Group Instruction - Classroom teachers provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Co-teaching also takes place with special education teachers and Title I program Teacher/aide

Enrichment: A wide variety of resources are used within the classroom to improve and enrich classroom instruction. These include highly-engaging, hands-on projects, Scholastic informational reading, technology-based instruction, progress monitoring, structured class discussions, independent work, peer tutoring, small group instruction, and cooperative learning. Instruction is differentiated based upon student ability.

OUTSIDE OF CLASS

Resources are being used outside of the classroom to improve instruction as well. These include professional learning communities (PLC's), professional development for teachers and parents, and our summer school program. Students may also venture off school premises for field trips to add shared experiences and further develop science content knowledge

SOCIAL STUDIES

IN CLASS INSTRUCTION- Strategies for ALL students (Tier 1)

Arno uses a variety of strategies through differentiated instruction for all tier 1 students. The following strategies are employed.

DIRECT INSTRUCTION: Teachers incorporate primary source materials, artifacts, and realia to provide explorative learning experiences for students. Teachers use quality children's literature, graphic organizers, and role playing to promote cross curricular practice of reading, writing, and speaking skills and understanding of social studies content.

GUIDED PRACTICE: Teachers lead, suggest, explain, respond and provide feedback as students progress towards independence. Gradually, the teacher portion diminishes and the student portion lengthens until students are working independently. The development and use of common vocabulary across all content areas helps students reach independence.

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students.

COOPERATIVE LEARNING: Teachers structure small groups of students and support the collaborative work of students. They observe and assist students. Teachers use cooperative learning activities through teaching history, geography, economics, and civics. Students engage in partner reading, turn and talk, and structured discussion of primary sources, realia or artifacts, and work in teams toward mastery of the vocabulary and content.

TECHNOLOGY: Teachers support differentiation of social studies instruction by integrating technology in a variety of ways. Teachers use technology to conduct virtual field trips, provide shared experiences, examine historical events through video, and teach students to research. Technology supplements the acquisition of content specific vocabulary and material.

PROGRESS MONITORING: Social studies teachers assess student progress using the MSTEP assessment data. Teachers monitor students progress through informal observations, classwork, and teacher-created assessments.

DIFFERENTIATED INSTRUCTION: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing students with appropriate levels of challenge and the appropriate level of challenge and support to help them reach their goals. A differentiated classroom offers multiple ways for student to access content, to process and make sense of concepts and skills and develop products to demonstrate their learning. Teachers in differentiated classes understand the need to help students taking increasing responsibility for their own growth. (Research cited: "Differentiation in Practice." Tomlinson, C.A. and Cunningham Edison, C. 2003. ASCD.)

INTERVENTION STRATEGIES

Tier 2: Differentiating through Small Group Instruction - Classroom teachers provide individual and small group support across all content areas.

Tier 3: Increased Instructional Time - Extended learning opportunities (both supplemental support and enrichment) to address the need of all students. Co-teaching also takes place with special education teachers and Title 1 program teacher/aides.

Enrichment: A wide variety of resources are used within the classroom to improve and enrich classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction, progress monitoring, structured class discussions, independent work, peer tutoring, small group instruction, and cooperative learning. Instruction is differentiated based upon student ability.

OUTSIDE OF CLASS Resources are being used outside of the classroom to improve instruction as well. These include professional learning communities (PLC's), and professional development for teachers. Students may also attend field trips to add shared experiences and further develop social studies content knowledge.

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).

STRATEGIES THAT INCREASE THE QUALITY OF INSTRUCTION

DIRECT INSTRUCTION:

The Guided Practice strategy provides all students with a model for learning in all content areas. It helps teachers to identify and communicate a clear learning goal, skill, and strategy. Having students understand a clear learning objective improves learning and retention of new knowledge and skills. Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

GUIDED PRACTICE: Teachers lead, suggest, explain, respond and acknowledge as students progress towards Independence. Gradually, the teacher portion diminishes and the student portion lengthens until the students are working independently. This strategy provides structured guidance in all content areas. Fisher, D. & Frey, N. (2010). Guided Instruction:How to Develop Confident and Successful Learners.

INDEPENDENT PRACTICE: Teachers scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students. Teachers provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during instruction. Teachers ensure that students have the materials and support to practice independently at their level. As part of the supervised independent practice strategy, independent reading practice is provided. Teachers provide students with opportunities for independent reading practice to apply concepts taught through mini-lessons. Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know.

COOPERATIVE LEARNING:Teachers structure small groups of students and support the collaborative work of students. They observe and assist students. This strategy provides for differentiated support of the intended content across the curriculum. Johnson, D.W. & Johnson, R.T. (2009) An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. Educational Researcher.

TECHNOLOGY: Teachers support differentiation of instruction by integrating technology across the curriculum. The use of technology, specifically software programs, selected to meet the needs of each student at their current level of performance increases the quality of instruction by providing targeted support to meet the individual needs of students. Levin, B. B., & Schrum, L. (2013). Technology-Rich Schools Up Close. Educational Leadership, 70(6), 51-55.

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PROGRESS MONITORING: Teacher Monitoring of Student Progress - Data provides necessary information for student self-monitoring as well as teacher monitoring of student progress across the content areas. This increases the quality of instruction by focusing students on their individual needs. Dexter, D. D, & Hughes, C. Progress Monitoring Within a Response-to-Intervention Model.

DIFFERENTIATED INSTRUCTION: Teachers differentiate instruction to provide an individualized instructional level, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the changing needs of students. Differentiation includes specific programs and activities that target particular groups for support. Tomlinson, C.A. (2000). Differentiation of instruction in the elementary grades. ERIC Digest.

STRATEGIES THAT INCREASE THE QUANTITY OF INSTRUCTION

Providing explicit system instruction for at-risk students -- Teachers provide additional structured time and opportunities for at-risk learners to increase proficiency in reading, writing, math, science, and social studies using Michigan and Common Core State Standards during small group instruction. Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Providing regular time for structured independent practice at students' "just right" level -- Teachers provide time and opportunities for students to independently apply and practice skills and knowledge attained during lessons. Teachers ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an "instructional match" and meets students at their zone of proximal development. Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know.

Parent Engagement -- Studies show that students whose parents are actively engaged with the school show higher levels of achievement. Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press.

Support for Struggling Students -- During PLC meetings, teachers analyze data from common assessments to determine students not meeting standards. These students are provided a variety of support services designed to meet their individual needs to become proficient in reading, writing, math, science, and social studies. R DuFour, R., DuFour R., Erkens C., Jakicic, C. & Jessie, L.G. (2005). The Collaborative Teacher: Working Together as a Professional Learning Community.

Extended Learning Opportunities -- Students in need of additional support are provided opportunities for support and intervention to accommodate their needs during summer school. Blyth, D. A., & LaCroix Dalluhn, L. (2011). Expanded learning time and opportunities: Key principles, driving perspectives, and major challenges. New directions for youth development 2011 (131), 15 - 27

PROFESSIONAL DEVELOPMENT Teachers work within their PLC and grade level team to implement clear learning goals and targets within their classrooms. - In daily instruction during learning centers, teachers will determine a clear, focused learning objective to be taught. The objective will be communicated to students. In addition, PLC's will provide the structure for increased teacher proficiency, which will lead to increased quality of instruction. In addition to PLC's, teachers will receive targeted professional development at the school, local, state and national level through the train-the-trainer model. R DuFour, R., DuFour R., Erkens C., Jakicic, C. & Jessie, L.G. (2005). The Collaborative Teacher: Working Together as a Professional Learning Community.

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

STRATEGIES SELECTED BASED ON ACHIEVEMENT DATA

READING ELA M-STEP and NWEA MAP reading achievement/demographic data results showed that only 60% of all students are proficient in reading. Achievement data also showed that Economically Disadvantaged and Hispanics were among the lowest performing students, furthest away from proficiency targets. Data analysis also concluded that we will also focus additional support to the lowest quartile, the students furthest from proficiency targets, to provide intervention support with priorities in the following reading areas:

Narrative Comparison

Key events within informational texts

Vocabulary within informational texts

WRITING (ELA M-STEP) achievement/demographic data results showed that only 20% of all students are proficient in writing. Achievement data also showed that Economically Disadvantaged and Hispanics were among the lowest performing students, furthest away from proficiency targets. Data analysis also concluded that we will also focus additional support to the lowest quartile, the students furthest from proficiency targets, to provide intervention support with priorities in the following writing areas:

Revision skills

Organizational skills

MATH MSTEP and NWEA MAP achievement/demographic data results show 52% of all students are proficient in math. Achievement data also showed that Economically Disadvantaged were among the lowest performing students, furthest away from proficiency targets. Data analysis also concluded that we will also focus additional support to the lowest quartile, the students furthest from proficiency targets, to provide intervention support with priorities in the following math areas:

Place value

Operations

SOCIAL STUDIES: .achievement/demographic data results show 23% of all students are proficient in social studies. Achievement data also showed that Economically Disadvantaged were among the lowest performing students, furthest away from proficiency targets. Data analysis also concluded that we will also focus additional support to the lowest quartile, the students furthest from proficiency targets, to provide intervention support with priorities in the following social studies areas:

Identify key events in chronological order

Cause and effect in key events

SCIENCE: achievement/demographic data results show 18% of all students are proficient in science. Achievement data also showed that Economically Disadvantaged were among the lowest performing students, furthest away from proficiency targets. Data analysis also concluded that we will also focus additional support to the lowest quartile, the students furthest from proficiency targets, to provide intervention support with priorities in the following science areas:

Vocabulary within content area

Communicating findings of observations and investigations

Although we have seen higher averages on state testing, as a building we have committed to the following strategies for high quality tier 1 instruction, and intervention in tiers 2 and 3.

DIRECT INSTRUCTION: Teachers will initiate, model, explain and use think alouds to "shows how to do it": This strategy will provide all

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students with a model for learning in all content areas. Identifying and communication with students a clear learning goal/skill and strategy. Having students understand a clear learning objective improves learning and retention of new knowledge and skills. Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

GUIDED PRACTICE: Teachers will lead, suggest, explain, respond and acknowledge as student progress towards Independence. Teachers will gradually release the responsibility for learning to the students. This strategy will provide structured guidance in all content areas. Fisher, D. & Frey, N. (2010). Guided Instruction:How to Develop Confident and Successful Learners.

INDEPENDENT PRACTICE: Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify, confirm, and coach students. Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during instruction. Teachers will insure that students have the materials and support to practice independently at their level. As part of the supervised independent practice strategy, independent reading practice will be provided. Teachers will provide students with opportunities for Independent reading practice to apply concepts taught through mini-lessons. Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know.

COOPERATIVE LEARNING:Teachers will structure small groups of students and support the collaborative work of students. They will also observe and assist students. This strategy will provide for differentiated support of the intended content across the curriculum. Johnson, D.W. & Johnson, R.T. (2009) An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. Educational Researcher.

TECHNOLOGY: Teachers will support differentiation of instruction by integrating technology across the curriculum. The use of technology, specifically software programs, selected to meet the needs of each student at their current level of performance will increase the quality of instruction by providing targeted support to meet the individual needs of students. Levin, B. B., & Schrum, L. (2013). Technology-Rich Schools Up Close. Educational Leadership, 70(6), 51-55.

PROGRESS MONITORING: Student Self-Monitoring/Teacher Monitoring of Student Progress- Data will provide necessary information for student self-monitoring as well as teacher monitoring of student progress across the content areas. This will increase the quality of instruction by focusing students on their individual needs. Dexter, D. D, & Hughes, C. Progress Monitoring Within a Response-to-Intervention Model.

DIFFERENTIATED INSTRUCTION:Teachers will differentiate instruction to provide an individualized instructional level, scaffold, challenge and support for each student as needed. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the changing needs of students. Differentiation also will include specific accommodations and activities that target students in need of support. Tomlinson, C.A. (2000) - Differentiation of instruction in the elementary grades. ERIC Digest.

STRATEGIES SELECTED BASED UPON PROGRAM/PROCESS: Based upon walk-through data, teachers will need to demonstrate student growth as a predominant factor through designing assessments, utilizing assessments in instruction, and reflect on teaching practice. The research based strategies that support this data are: Professional Learning Communities (PLCs) teachers teaching teachers during professional development, reading specialists, Professional Learning Communities that encourage all teachers analyze data, plan instruction, and implement all aspects of our curriculum with fidelity. Professional development will be provided to support students' learning needs and our ever-changing curriculum.

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.

READING: Tier II and III students who are not meeting standards in the core content standards receive timely additional assistance through a variety of educational interventions. Intervention strategies in the classroom include differentiating through small group instruction, one-on-one support, peer tutoring, shortening/adapting/lengthening assignments based upon ability (differentiation), multiple sensory rich resources, technology resources, and push-in small groups workshops based upon targeted skills. Students that need intensive intervention will receive increased instructional time. Small group instruction outside of a 90 minute reading block gives additional time to struggling readers. Intervention strategies that involve additional time include an additional 30 minutes of direct instruction on skills that have not yet been mastered.

WRITING Tier II and III students who are not meeting standards in the core content standards will receive timely additional assistance through a variety of educational interventions. Intervention strategies in the classroom include graphic organizers, assisted technology, push-in skills based upon targeted skills, writing folders/portfolios, and weekly writing projects utilizing the writing process. Students who need intensive intervention will receive increased instructional time. Summer school and differentiated instruction will allow students additional time.

MATH Tier II and III students who are not meeting standards in the core content standards receive timely additional assistance through a variety of educational interventions. Intervention strategies in the classroom include differentiated math instruction, one-on-one instruction with a certified teacher, online intervention services, Math in Focus program, shortening/adapting/lengthening assignments based upon ability (differentiation), learning centers, multiple sensory rich resources, Touch Math program, technology resources, hands-on resources, push-in small group workshops based upon targeted skills. Students who need intensive intervention will receive increased instructional time. Summer school, and differentiated instruction will allow students additional time, and Parent Workshops featuring topics/strategies to meet the needs of high risk students.

SOCIAL STUDIES Tier II and III students who are not meeting standards in the core content standards receive timely additional assistance through a variety of educational interventions. Intervention strategies in the classroom include differentiated instruction through small groups, online resources, trade books targeting core social studies objectives, small groups, shortening/adapting/lengthening assignments based upon ability (differentiation), multiple sensory rich resources, technology resources, and field trips.

SCIENCE Tier II and III students who are not meeting standards in the core content standards receive timely additional assistance through a variety of educational interventions. Intervention strategies in the classroom include differentiated instruction through small groups, online resources, trade books targeting core science objectives, small groups, shortening/adapting/lengthening assignments based upon ability (differentiation), multiple sensory rich resources, technology resources, and field trips.

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

READING Both formal and informal assessments are used to monitor progress. Formal assessments utilized include MSTEP scores analysis, NWEA (MAP), and teacher assessments. Teacher observation is used as an informal assessment method. NWEA (MAP) takes place three times a year. Progress monitoring for all reading students is completed with the DIBELS program. Progress monitoring also takes place during whole group reading each week with the use of strategies such as predicting, retelling, reflecting, and identifying the main idea. Student progress is reviewed on a regular basis. Teachers meet in content/grade level meetings to discuss possible interventions to increase progress and to maintain the progress of advanced students. Review and analysis takes place during grade level meetings and PLCs. In

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addition, teachers monitor and analyze student data obtained from testing and assessment reports.

WRITING

MSTEP scores analysis and teacher assessments are used with all students to monitor progress in writing. Teachers meet in content/grade level meetings to discuss possible interventions to increase progress and to maintain the progress of advanced students.

MATH

Both formal and informal assessments are used to monitor progress. Formal assessments being utilized include MSTEP scores analysis, NWEA (MAP), and teacher assessments. Teacher observation is used as an informal assessment method. NWEA (MAP) takes place three times a year. Student progress is reviewed on a regular basis. Review and analysis takes place during grade level PLCs and meetings. In addition, teachers monitor and analyze student data obtained from testing and assessment reports.

SCIENCE

Both formal and informal assessments are used to monitor progress. Formal assessments being utilized include MSTEP and teacher created assessments. Teacher observation is used as an informal assessment method. Teacher created assessments are administered on a regular basis as needed. Student progress is reviewed on a regular basis. Review and analysis takes place during grade level PLCs and meetings. In addition, teachers monitor and analyze student data obtained from testing, Inquiry based projects and assessment reports.

SOCIAL STUDIES Both formal and informal assessments are used to monitor progress. Formal assessments being utilized include MSTEP and teacher created assessments. Teacher observation is used as an informal assessment method. Teacher created assessments are administered on a regular basis as needed. Student progress is reviewed on a regular basis. Review and analysis takes place during grade level PLCs and meetings. In addition, teachers monitor and analyze student data obtained from testing, Inquiry based projects and assessment reports.

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 Title 1 Part A Instructional Paraprofessionals meet the state requirements and are designated as highly qualified. The documentation is kept in personnel files in the district office.	

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 meet the state requirements as highly qualified. The documentation is kept in personnel files at the district office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Arno Elementary had a turnover rate from the 2016-2017 school year to the 2017-2018 school year of 8% of teachers assigned to Arno. This percentage represents two teachers; one took a building transfer and one teacher who left the district.

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

Total number of instructional staff: 31

0 to 5 years: 23% (7 teachers)

6 to 10 years: 23% (7 teachers)

11 to 15 years: 0% (0 teachers)

16 to 20 years: 19% (6 teachers)

21 to 25 years: 10% (3 teachers)

26 to 30 years: 23% (7 teachers)

31 to 35 years: 3% (1 teacher)

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

Arno Elementary is using the following strategies to attract and keep highly qualified teachers:

New teachers are paired with highly qualified teachers for mentorship

Grade levels meet and engage in Professional Learning Communities

Utilize email and other media/technology sources to network among staff members and friends to communicate our accomplishments, throughout this and other geographical areas

Offer out of district professional development opportunities

Staff members are included as part of the hiring of new staff

Leadership opportunities are available to chair various committees

Opportunities for involvement with PTA

Opportunities to run extra curricular activities

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

The Allen Park Public School district's strategy to attract and retain highly qualified staff include; competitive salary and benefits, stipend incentives for taking on additional extra-curricular or athletic responsibilities, professional growth and leadership opportunities through the SY 2018-2019

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core curriculum positions, professional development opportunities through Wayne Resa, and encouragement of professional practice growth by providing teachers opportunities to provide professional development and mentoring to other teachers. Other Allen Park Public Schools initiatives include open positions posted on the Allen Park Public Schools website and Wayne County Resa Consortium, recruiting at various universities and job fairs, student teacher programs, personal day for professional development opportunity in or out of district, and 15 leave/sick days per school year available for staff.

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?

Currently, there is not a high turnover rate at Arno 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.

Arno's comprehensive needs assessment indicated that all core content areas are in need of focus for professional learning. The staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan during monthly staff development sessions as indicated on the attached professional development calendar. Survey feedback also drives professional development planning decisions.

Professional Learning Communities are active at Arno as grade level teams. Teachers create, monitor, and analyze local and state assessments data. PLC meetings are centred on creating common assessments, PLC's discuss research and how to implement best practice strategies.

The goal is to provide a structure for deepening staff's understanding of the school's reform strategies. Staff participates in various school-wide professional offerings and training. Those staff members who attend outside conferences and workshops are encouraged to present new instructional strategies to other interested staff members during staff meetings. Additional professional development is provided as the staff monitors and revises the schoolwide improvement plan.

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

Arno provides professional development to the staff throughout the academic school year. Training takes place during the regular school day on site, and after school during staff meetings. In addition to PD provided by administration, teachers may request additional development. The school provides ongoing professional development to the staff throughout the school year as indicated by the attached professional learning calendar.

September:

- NWEA/DIBELS Data Analysis: Teachers will be involved in professional development on how to use NWEA MAP/DIBELS data to strategically group students and plan instruction based on student needs.

- Positive Behavior Intervention Support: Teachers will be involved in professional development on how to creating positive classroom culture using PBIS strategies.

October:

- Differentiated Instruction: Teachers will be involved in a series of differentiated instruction activities that will help drive daily instruction in the classroom

- Singapore Math (Math in Focus): Teachers will be involved in activities on how to best deliver CCSS aligned with math instruction using
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Math in Focus online resources.

November:

- Reading Workshop Strategies: Teachers will be involved in activities on how to incorporate new reading strategies in small group instruction.

-Writers Workshop: Teachers will be involved in activities on how to use writing to increase student achievement

December:

- English as Second Language Program: Teachers will be involved in activities on how to best teach English Language Learners.

- Data Cycle Analysis: Teachers will be involved in activities to foster a data-driven culture. Teachers will receive specific instruction in how to use a data cycle analysis protocol and will create their own interim assessments.

January:

- Singapore Math (Math in Focus): Teachers will be involved in activities on how to best deliver CCSS aligned with math instruction using Math in Focus online resources.

- Technology: Teachers will be involved in activities of how to apply Google components, online literacy tools, and other technology applications.

February:

- Inquiry-Based Science Instruction: Teachers will be involved in activities on how to implement an inquiry-based science model including teaching using the 5 Es (engage, explore, explain, elaborate, evaluate).

- Writers Workshop: Teachers will be involved in activities on how to use writing to increase student achievement.

-Technology: Teachers will be involved in Khan Academy training.

March:

- Reading Workshop Strategies: Teachers will be involved in activities on how to incorporate new reading strategies in small group instruction.

- Technology: Teachers will be involved in training on how to utilize Illuminate.

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April:

- Positive Behavior Intervention Support: Teachers will be involved in professional development on how to creating positive classroom culture using PBIS strategies.

-Science: Teachers will be involved in professional development on NGSX science inquiry.

May:

- Web Presence: Teachers will be involved in professional development in the creation, use of, and benefits of having a web presence.

June:

- NWEA/DIBELS Data Analysis: Teachers will be involved in professional development on how to use NWEA MAP/DIBELS data to strategically group students and plan instruction based on student needs.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Elementary PD Plan 2018-2019

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 development of the Schoolwide Plan through:

- Participation on school improvement team. The SIP team meets monthly to discuss the comprehensive needs and reform strategies. These meetings are open to all parents within the school community.

- Participation in quarterly Parent Advisory meetings held throughout the school year.

In addition, the Arno Parent Involvement Plan is a collaborative effort between parents and staff. Arno staff utilizes parent feedback and suggestions in order to update and improve the schoolwide plan.

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

Parents at Arno are involved in the implementation of the schoolwide plan in several ways:

Comprehensive Needs Assessment

Each school year parents are invited to participate as members of the School Improvement Team, which meets monthly to review and evaluate the School Improvement Plan's implementation, evaluation, and comprehensive needs assessment as developed through a review of student achievement data, demographic data, perception data, and process data. Parents continue to be involved in the implementation of the plan at the Title I meeting and PTA meetings as they communicate with other parents about the school's progress toward implementation through school and classroom newsletters, principal blog, PTA meetings, Title I Annual meeting and Parent Advisory meetings held throughout the school year, and through the school website. Annual surveys are given to parents to help Arno determine the school's success in implementation.

Schoolwide Reform Strategies

Parents are involved in the development of the schoolwide reform strategies as members of the School Improvement Team. In addition, parents volunteer to assist in addressing the needs of the students and the school. Parents are able to participate in the schoolwide reform strategies through their participation in school surveys completed annually. Parents are provided with development sessions on schoolwide reform strategies in order to better support the schoolwide goals for improving student achievement and their child's progress toward academic excellence. Parents are involved through parent teacher conferences. Throughout the year, parents and staff meet to discuss progress and any changes that may be necessary. Through surveys, parents suggest topics to staff on how to effectively engage and communicate with them.

Highly Qualified Staff

Arno parents may serve on the interview committee when selection of teaching and administrative staff is required.

Strategies to Attract Highly Qualified Staff

Arno has an active parent engagement program which supports attracting and retaining highly qualified staff to the school.

Professional Development

Arno provides parents with parental development and involvement strategy opportunities throughout the year. This information is provided to
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parents at Title I parent meetings and through parent workshops. Additionally, parents will be able to suggest, through surveys, topics to staff on how to effectively engage and communicate with parents.

Parental Involvement

Parents are invited to be part of the School Improvement Team and attend and participate in the Title I Annual meeting and Parent Advisory meetings held throughout the school year. Parents review, discuss, and evaluate the school improvement plan which includes the Title I component; including Title I laws, Title I programs, the Parent Involvement Plan, and the School Compact to determine if the needs of all stakeholders involved have been met. Parents participate in parent teacher conferences and IEP meetings that address their child's needs and any additional assistance that the student may need. Parents also provide feedback through surveys and evaluations, suggestions to help continuously improve school wide programming and strengthen parental involvement and participation.

Preschool Transition

There is ongoing dialogue and information throughout the school year between teachers and preschool parents. Preschool parents are encouraged to participate in all school wide parent workshops. Parent and teacher training is provided by the school throughout the school year as well. The following will ensure that parents of preschool children are included to the extent feasible in the schoolwide program through Kindergarten Road to Success, Kindergarten Orientation, and Kindergarten Roundup.

Assessment Decisions

At Arno's Annual Title I meeting, Meet the Teacher Night, parent workshops, and parent teacher conferences, parents are provided with descriptions and explanations of the school curriculum, standards, and academic assessments used to measure student progress and expected proficiency levels of the students. In addition, parents are able to review assessment data and reports with the support and assistance of teachers through parent teacher conferences, individual parent conferences, and Parent Connection. Individual Reading Plans (IRP) for K-3 students are also discussed and signed by parents during fall parent conferences.

Timely and Additional Assistance

Arno provides opportunities for parents to be involved in the classrooms through volunteering, mentoring, and monitoring students. Parents are provided with conferences that explain the timely and additional assistance that is provided for their child along with progress reports and selection criteria for the intervention provided. Parents of students receiving interventions will receive a progress report that details their child's growth through the use of the interventions. Additionally, K-3 students receive at-risk students receive Individual Reading Plans.

Coordination and Integration of Federal, State, and Local Resources

Parents are involved on the coordination and integration of schoolwide federal, state, and local resources through both Title I and School Improvement meetings.

Evaluation

Parents provide feedback and suggestions through surveys to determine the overall progress of implementation of the schoolwide plan. Data and results from parent surveys provide support for what strategies, programs, and activities have worked in the past and help to decide what the school will keep and utilize in the coming school year. All parents are invited to attend Title I meetings and parent workshops. In addition, parents serve on the School Improvement Team where the annual evaluation of the plan takes place.

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

The process to evaluate the schoolwide plan and to involve parents includes: membership on the School Improvement Team where the team

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annually evaluates interventions and strategies to increase parent involvement and to make changes if necessary.

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		2018-2019 Arno Parent Involvement Plan

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

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the state's academic content standards, the State and Local assessments, and how to monitor their child's progress.

School staff annually shares with parents the state's content expectations and annual assessment (M-STEP). School staff also explains to parents how to monitor their child's progress throughout the school year.

The Common Core State Standards, Michigan grade level standards, and grading policies/rubrics are shared with parents at the Annual Title I Meeting and/or Meet the Teacher Night, as well as at Parent Teacher Conferences.

M-STEP, WIDA, and NWEA/MAP results are shared with parents at one-on-one meetings that are scheduled if needed prior to Parent Teacher Conferences taking place.

Action plans through the MTSS process are created to target grade level high priority areas.

State and local assessment data are used to identify at-risk students who may need additional services. K-3 at-risk students also receive Individual Reading Plans.

Student report cards are also sent home to parents to inform them of student progress.

Parent Connect is available and accessible to parents.

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.

Staff will provide parents with appropriate materials and offer training to parents to help them work at home and support their child's academic progress. These include:

Parent PD sessions are available to target high priority areas such as behavior/discipline and academic.

Parent PD sessions on curriculum materials and the Common Core State Standards are provided to parents at the Annual Title I Meeting and Meet the Teacher Night.

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions.

Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and school.

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

Teacher representation on the PTA to ensure communication is clear between parents and staff.

Parent Feedback on surveys are reviewed during School Improvement Planning/Meetings to help improve programs, services, and resources.

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support

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parents in more fully participating in the education of their children and is shared with parents in a language and format they can understand.

Coordination with other programs for parent involvement includes:

PTA

Volunteering and Co-Leading after school clubs and activities.

Use of School Consultants, School Psychologist, Speech Therapist, Social Worker, Title I Teacher, Reading Specialist, and Occupational Therapist.

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand. Examples include:

Interpreters are available as needed, as well as during Meet the Teacher Night, Parent Teacher Conferences and any meeting with parents.

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request.

Parents are provided with other reasonable support such as the following:

School Improvement Team-on-going parent contributions, participation and input.

Mid-year School Improvement parent survey

Various parent surveys which include surveys from School Wide Title I workshops and end-of-the-year parent surveys are reviewed, to obtain parent feedback

Family engagement nights/activities

Title I parent meetings

After school clubs and activities

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Parents:

Staff provide opportunities for full parent participation, such as the following:

School Improvement Team

Meet the Teacher Night

Parent Teacher Conferences

PTA Events

Field trips

School-wide activities

Volunteering opportunities

Parents with Limited English Proficiency:

Reports are in a parent friendly format in Spanish.

ELL parents can request an interpreter, if needed, during meetings at designated times.

Staff persons are available for Q&A and interpretation.

Individualized parent conferences are available upon request.

Translations of documents and WIDA reports are available.

Upon enrollment, Arno Elementary inquires about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed.

Parents with Disabilities:

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Arno Elementary is accessible to parents with physical disabilities.

Parents with disabilities will be provided with support offered through student services.

Staff persons are available for Q&A and interpretation.

Individualized parent conferences are available upon request.

Upon enrollment, Arno Elementary inquires about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed.

Parents of Migratory Children:

Parents of migratory children are provided services through the Human Resource Department.

Translations of documents and WIDA reports are available, if needed.

Provided assistance to ELL parents during parent conferences to interpret information.

Upon enrollment, Arno Elementary inquires about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed.

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

Arno keeps sign in sheets of parent attendance to determine the number of parents who are attending and participating in activities. Arno conducts a spring survey that seeks parent input regarding successful implementation of the plan. Questions are specific to Arno's program implementation and to the various components of the plan. The responses are used to revise the plan if needed. The plan's components are also evaluated during the Title I parent meetings with input from parents and through analyzing student achievement data.

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

Evaluation results are shared at School Improvement Committee meetings where parents are able to evaluate the data and work collaboratively with the team to ensure that parental concerns are addressed in the schoolwide program. The results of this evaluation help to determine areas of strength and needs within the building in terms of achievement, school climate, as well as programs and services available. The results of the Comprehensive Needs Assessment and surveys will be used as a guide in the development of the School Improvement Plan's goals, objectives, strategies, and activities as well as to develop programs which address identified needs.

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

Title I Parent Advisory meetings will be held throughout the school year. At the fall meeting, the team will meet to review, discuss, and update the Arno Parent/Teacher/Student Compact if needed.

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

Arno schedules elementary school Parent Teacher Conferences twice a year during which the Arno Parent/Teacher/School Compact is discussed as it relates to the individual child's progress. The Arno Parent/Teacher/School Compact is discussed and initialed at Parent Teacher Conferences each fall, and reviewed during spring conferences as needed. This is an opportunity for parents and teachers to share ways in which they can jointly support a child's learning at home and school.

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

Arno Elementary is a K-5 building; therefore, this is not applicable.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Arno Parent Compact 2018-2019

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

Throughout the school year, parents may be provided academic assessment results through discussions, charts, graphs, simplified text, and quick reference guides to ensure that the student and parents understand the child's level of academic success. Translators may be provided during IEPs and parent teacher conferences as needed. Parents with disabilities are assisted by special education instructors and instructional specialists who are available to interpret data for parents with disabilities during parent teacher conferences and IEP meeting.

User Friendly:

- Information distributed free of education jargon
- Parent Dashboard for School Transparency
- MiStar Parent Portal
- Classroom Blogs and Websites
- Robo calls
- School administration and staff available for conferences via phone or face to face
- Social worker used as a support system for parents
- Technology assistance as needed
- Other support and assistance available upon request

Limited English:

- Information distributed free of education jargon
- Parent Dashboard for School Transparency
- MiStar Parent Portal
- Translation of documents available upon request
- Classroom Blogs and Websites
- Translators are provided during parent teacher conferences upon request
- Robo calls
- School administration and staff available for conferences via phone or face to face
- Social worker used as a support system for parents

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- Technology assistance as needed
- Other support and assistance available upon request

Parents with Disabilities:

- Information distributed free of education jargon
- Parent Dashboard for School Transparency
- MiStar Parent Portal
- Parents with disabilities are assisted by special education instructors are available to interpret data for parents during parent teacher conferences and IEP meetings.
- Classroom Blogs and Websites
- Handicapped accessible building
- Robo calls
- School administration and staff available for conferences via phone or face to face
- Social worker used as a support system for parents
- Technology assistance as needed
- Other support and assistance available upon request

Migratory/Homeless issues:

- Information distributed free of education jargon
- Parent Dashboard for School Transparency
- MiStar Parent Portal
- Classroom Blogs and Websites
- Robo calls
- School administration and staff available for conferences via phone or face to face
- Social worker used as a support system for parents
- Technology assistance as needed
- Other support and assistance available upon request

Literacy issues:

- Information distributed free of education jargon
- Parent Dashboard for School Transparency
- MiStar Parent Portal
- Classroom Blogs and Websites
- Robo calls
- School administration and staff available for conferences via phone or face to face
- Social worker used as a support system for parents
- Technology assistance as needed
- Other support and assistance available upon request

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?

The kindergarten staff members collaborate to provide a smooth transition moving from a preschool program to kindergarten. Kindergarten teachers collaborate at PLC meetings to ensure support in the transition from preschool to kindergarten. In the fall, preschoolers and their parents are invited to attend a workshop called "Building Blocks to Kindergarten". At this workshop, parents will be provided an introduction to Kindergarten academic and developmental expectations. Preschoolers and parents are invited to actively participate in a read-aloud and response activity. Classroom teachers model and lead a read-aloud while conjunctively training parents on strategies they can use to promote book-handling skills, early reading habits, reading comprehension, and ultimately a love of reading. Parents will then actively read-aloud with their own child, using the reading strategies modeled by the teachers. Finally, parent and child will work together on follow-up activities.

In the winter, preschool teachers and parents are invited to "Building Blocks to Kindergarten; Part 2" workshop. Parents will be provided Kindergarten Common Core Standards to serve as a guide for what their child should be learning in preschool in order to be best prepared in Kindergarten. Additional strategies and activities will be presented and given to parents to help them work with their child at home.

Information regarding the enrollment process for the fall kindergarten program will also be provided to the parents that attend.

In the spring, preschool families are invited to attend "Kindergarten Roundup." At this event, preschoolers spend time away from their parents or guardians while staff encourage and observe their interactions with other children and teachers. Preschoolers may spend time working at different center activities, independently or with other children. While the preschoolers are participating in center activities, parents and guardians are attending orientation in another room. They meet teachers, principal, social worker, speech therapist, and other relevant staff. The administrator gives a presentation to introduce parents and guardians to schoolwide expectations such as attendance, arrival, communication, lunch, dismissal, homework, and other relevant information. Parents and guardians have this opportunity to ask any questions they may have.

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?

In the fall, parents and guardians are invited to a training event called. "Building Blocks to Kindergarten; Part 1. For this event preschoolers and their parents will participate in read aloud and response activities that were modeled by the teachers. They were also provided an introduction to Kindergarten academic and developmental expectations.

In the winter, preschool teachers and parents are invited to "Building Blocks to Kindergarten; Part 2" workshop. Parents will be provided Kindergarten Common Core Standards to serve as a guide for what their child should be learning in preschool in order to be best prepared in Kindergarten. Additional strategies and activities will be presented and given to parents to help them work with their child at home.

Information regarding the enrollment process for the fall kindergarten program will also be provided to the parents that attend.

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?

Instructional staff at Arno Elementary have the ability to select, implement, and collaborate within grade levels make decisions based upon school level assessments. Arno teachers have many opportunities to collaborate by grade level within both building and district to determine how to best meet the needs of the students. Teachers meet in Professional Learning Communities during common preps, before and after school, and during district professional development to discuss common assessment data, teaching strategies, and areas of concern to improve student achievement. Teacher surveys are given to gather input on academic assessments, and results drive decisions for school-based academic assessments. Assessment topics discussed include data analysis based on NWEA, common assessments, Dibels, WIDA, running records, DRA, BEAR, and components of MLPP. Teachers also have opportunities to recommend students for interventions at many points throughout the year. Teachers also have the opportunity to create and implement their own formative and summative assessments within the classroom setting.

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

Arno teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students. All teachers participate in analyzing and disaggregating data from MSTEP, NWEA, WIDA, DRA, BEAR, MLPP, Dibels, and grade level common assessments. The information obtained is used to target students who need interventions. Assessment results serve as guides for individual teachers to set up their class for differentiated instruction and small group instruction based on students' strengths and weaknesses.

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.

Interventions will begin immediately using the most recent data. Identification of the students having difficulty mastering state academic standards will be done through monitoring of assessment data. Assessment data includes: M-STEP, NWEA/MAP, DIBELS, DRA, BEAR, WIDA, and teacher observations and assessments. Students not mastering academic standards in reading, writing, math, science, and social studies will be provided intervention support. In accordance with the Multi-Tiered System of Supports (MTSS), assessment data is analyzed to identify students' specific areas of need. Review and analysis takes place every 10-12 weeks during grade level meetings. Once all baseline assessments and analysis are complete, the data is reviewed and the results determine the students with the highest needs. Students are monitored for 10-12 weeks on intervention plans.

Criteria for selection/Entrance and Exit Criteria:

Students are placed on the eligibility list in rank order according to the score they received on MSTEP, DRA, DIBELS, NWEA Screeners. Students that are in the lowest quartile of the NWEA, levels 1 or 2 on the MSTEP, 1 year below grade level on DRA, composite score of "Intensive" on DIBELS are eligible. Students are considered eligible for exiting once they have moved above the 25th percentile on the NWEA, levels 3 or 4 on the MSTEP, are no longer 1 year below grade level on DRA, and have moved out of the intensive composite score on the DIBELS.

English Language Arts

Reading:

Grade Span: K-5

Identification: M-STEP, NWEA, DRA, DIBELS, and components of MLPP (Kindergarten)

Identification/Criteria for selection: Students that are in the lowest quartile of the NWEA, levels 1 or 2 on the MSTEP, 1 year below grade level on DRA, composite score of "Intensive" on DIBELS will be targeted for intervention support. Each student is placed in rank order for reading intervention by priority listing based on students who are furthest from proficiency at the top of the list. Students are considered eligible for exiting once they have moved above the 25th percentile on the NWEA, levels 3 or 4 on the MSTEP, are no longer 1 year below grade level on DRA, and have moved out of the intensive composite score on the DIBELS. Kindergarten students must show growth in components of MLPP assessments. Assessment, re-assessment, and identification takes place by trimester.

Writing:

Grade Span: K-5

Identification: M-STEP (3-5) and teacher assessments (K-5)

Identification/Criteria for selection: Students scoring levels 1 or 2 on M-STEP, and students, and students scoring below grade on teacher

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created assessments using a rubric will be targeted for assistance. Students are targeted for writing intervention based on performance on teacher created assessments. To exit intervention support, students must score above level 2 on M-STEP or at/or above grade level on teacher created rubrics.

Mathematics:

Grade Span: K-5

Identification: M-STEP (3-5), NWEA (1-5) and Math in Focus assessments (K-5)

Identification/Criteria for selection: Students scoring levels 1 or 2 on M-STEP and in the lowest quartile on NWEA, and Math in Focus assessments, will be targeted for intervention support. Each student is placed in rank order for math intervention by priority listing based on students who are furthest from proficiency at the top of the list. To exit intervention support, students must move above the 25th percentile on NWEA, levels 3 or 4 on the MSTEP, on or above the 20th grade level percentile on Math in Focus assessments. Assessment, re-assessment, and identification takes place by trimester and quarterly (Math in Focus).

Science:

Grade Span: K-5

Identification: M-STEP (4) and teacher assessment (K-5)

Identification/Criteria for selection: Students scoring levels 1 or 2 on M-STEP and below grade level on teacher created assessments will be targeted for intervention support. To exit intervention support students must move above level 2 on M-STEP or at/above grade level on teacher created assessments. Assessments, re-assessment, and identification takes place by science unit.

Social Studies:

Grade Span: K-5

Identification: M-STEP (5) and teacher assessment (K-5)

Identification/Criteria for selection: Students scoring levels 1 or 2 on M-STEP and below grade level on teacher created assessments will be targeted for intervention support. To exit intervention support students must move above level 2 on M-STEP or at/above grade level on teacher created assessments. Assessments, re-assessment, and identification takes place by social studies unit.

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

English Language Arts: Reading

Grade Span: K-5

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Intervention strategies: Students will be classified into tiers based on the MTSS intervention model. Interventions will be provided by classroom teachers, special education teachers, Title 1 Interventionist, Reading Specialist as well as highly qualified instructional aides. Students who qualify for Tier 1 will receive daily classroom interventions. Tier 2 students will receive daily classroom interventions and targeted interventions daily. Tier 3 students will receive increased daily classroom and targeted interventions. Intervention strategies in the classroom include differentiation through small group instruction, one-on-one support, peer tutoring, shortening/adapting/lengthening assignments based upon ability (differentiation), learning centers, technology resources, and push-in small group workshops based upon targeted skills. Students that need intensive intervention will receive increased instructional time. A common schedule has been put into place to help support classroom interventions. Small group instruction outside of a 90 minute reading block gives additional time to struggling readers. Intervention strategies that involve additional time include an additional 30 minutes of direct intervention on skills that have not yet been mastered. Intervention strategies are assessed every 10-12 weeks.

Writing

Grade Span K-5

Intervention strategies: Students will be classified into tiers based on the MTSS intervention model. Interventions will be provided by classroom teachers, special education teachers, Title 1 and Reading Specialist as well as highly qualified aides. Students who qualify for Tier 1 will receive daily classroom interventions. Tier 2 students will receive daily classroom interventions and targeted interventions daily. Tier 3 students will receive increased daily classroom and targeted interventions. Intervention strategies in the classroom include differentiation through small group instruction, one-on-one support, peer tutoring, shortening/adapting/lengthening assignments based upon ability (differentiation), learning centers, graphic organizers, portfolios, and writing folders, technology resources, and push-in small group workshops based upon targeted skills. Students that need intensive intervention will receive increased instructional time. Small group instruction outside of a 90 minute reading block gives additional time to struggling readers. Intervention strategies that involve additional time include an additional 30 minutes of direct intervention on skills that have not yet been mastered. Intervention strategies are assessed every 10-12 weeks.

Math

Grade Span K-5

Intervention strategies: Students will be classified into tiers based on the MTSS Intervention model. Interventions will be provided by classroom teachers, special education teachers, Title 1 and Reading Specialist as well as highly qualified aides. Students who qualify for Tier 1 will receive daily classroom interventions. Tier 2 students will receive daily classroom interventions and targeted interventions daily. Tier 3 students will receive increased daily classroom and targeted interventions. Intervention strategies in the classroom include differentiation through small group instruction, one-on-one support, peer tutoring, shortening/adapting/lengthening assignments based upon ability (differentiation), learning centers, Extra Math, technology resources, and push-in small group workshops based upon targeted skills. Students that need intensive intervention will receive increased instructional time. A common schedule has been put into place to help support classroom interventions. Small group instruction outside of a 90 minute reading block gives additional time to struggling readers. Intervention strategies that involve additional time include an additional 30 minutes of direct intervention on skills that have not yet been mastered. Intervention strategies are assessed every 10-12 weeks.

Social Studies

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Grade Span K-5

Intervention Strategies: Interventions will be provided by the classroom teachers or highly qualified staff. Intervention strategies in the classroom include differentiated instruction through small groups, online resources, trade books targeting core science objectives, shortening/adapting/lengthening assignments based upon ability (differentiation), and technology resources. Interventions are assessed every 10-12 weeks.

Science

Grade Span K-5

Intervention Strategies: Interventions will be provided by the classroom teachers or highly qualified staff. Intervention strategies in the classroom include differentiated instruction through small groups, online resources, trade books targeting core science objectives, shortening/adapting/lengthening assignments based upon ability (differentiation), and technology resources. Interventions are assessed every 10-12 weeks.

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

Content

Reading: Students gain information through curriculum aligned to the Common Core State Standards. The classroom teacher provides differentiated instruction using professional teaching methods and resources including ability grouping, differentiation, small groups and one-on-one instruction, technology, parents, library, and student peers.

Writing: Students gain information through curriculum aligned to the Common Core State Standards. The classroom teacher provides differentiated instruction using professional teaching methods and resources including ability grouping, differentiation, small groups and one-on-one instruction, technology, parents, library, and student peers.

Math: Students gain information through curriculum aligned to the Common Core State Standards. The classroom teacher provides differentiated instruction using professional teaching methods and resources including ability grouping, differentiation, small groups and one-on-one instruction, technology, parents, library, and student peers.

Science: Students gain information through curriculum aligned to the Common Core State Standards. The classroom teacher provides differentiated instruction using professional teaching methods and resources including ability grouping, differentiation, small groups and one-on-one instruction, technology, parents, library, and student peers.

Social Studies: Students gain information through curriculum aligned to the Common Core State Standards. The classroom teacher provides differentiated instruction using professional teaching methods and resources including ability grouping, differentiation, small groups and one-on-one instruction, technology, parents, library, and student peers.

Process

School Improvement Plan

Arno Elementary School

Reading: Students engage in guided reading, reader's workshop, cooperative learning, differentiated instruction, turn-and-talk, think-pair-share, think alouds, and use of a variety of texts and classroom materials. Differentiation of assessments will be used to meet the learning needs of students. Assessments include the following: NWEA MAP, DRA, DIBELS, components of MLPP, teacher created in-class assessments, exit slips, rubrics, and teacher observations (running records, checklists, etc.)

Writing: Students engage in guided writing, cooperative learning, differentiated instruction, turn-and-talk, think-pair-share, think alouds, writer's workshop, peer tutoring, and conferencing. Differentiation of assessments will be used to meet the learning needs of students. Assessments include the following: teacher created in-class assessments, exit slips, rubrics, and teacher observations (running records, checklists, etc.)

Math: Students engage in various activities such as direct instruction, math centers, cooperative learning, and differentiated instruction. These strategies include one-on-one instruction, picture models, building from graphs, charts and tables, making sense of data and drawing conclusions from data, differentiation of assignments, real-world application, turn-and-talk, think-pair-share, think alouds, differentiation of assignments, using manipulatives, technology resources, and classroom materials. Differentiation of assessments will be used to meet the learning needs of students. Assessments include the following: NWEA MAP, teacher created in-class assessments, exit slips, rubrics, and teacher observations.

Science: Students engage in cooperative learning, differentiated instruction, turn-and-talk, think-pair-share, exploratory learning, think alouds, experiments, using technology resources and classroom supplies. Differentiation of assessments will be used to meet the learning needs of students. Assessments include the following: teacher created in-class assessments, exit slips, rubrics, and teacher observations.

Social Studies: Students engage in cooperative learning, differentiated instruction, turn-and-talk, think-pair-share, exploratory learning, and think alouds, using technology resources and classroom supplies. Differentiation of assessments will be used to meet the learning needs of students. Assessments include the following: teacher created in-class assessments, exit slips, rubrics, and teacher observations.

Products

Reading: Students use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include graphic organizers, thinking maps, book reports, dioramas, character puppets, etc.

Writing: Students use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. These products include writing samples, writing journals, book reports, etc.

Math: Students use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. Products include charts/graphs, tables, models, arrays, real world applications, etc.

Science: Students use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. Products include charts/graphs, dioramas, diagrams, experiments, display boards, graphic organizers, real world applications, etc.

Social Studies: Students use a variety of resources to create ongoing and/or culminating projects that demonstrate core curriculum mastery. Products include charts/graphs, maps, dioramas, reports, graphic organizers, etc.

School Improvement Plan

Arno Elementary School

Learning Environment

For Reading, Writing, Math, Science, and Social Studies, the classroom will be a welcome, engaging, academic-rich learning environment. This will be achieved through the use of learning centers, collaborative seating groups, and technology in classrooms.

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.

The main purpose of these numerous initiatives is to ensure that all students have equal opportunities through different means to acquire a quality education and demonstrate proficiency of the Michigan and Common Core State Standards as measured on standardized assessments (M-STEP, WIDA, NWEA). The coordination of these programs supports the central focus of the school by providing a variety of services that give staff, students, and families the training and resources needed for academic achievement. Arno Elementary consolidates Title I-Part A and State General Funds to work "smarter" -- with intentionality -- and improve the educational focus of the school by coordinating instructional programs and consolidating financial resources rather than operating the categorical programs as separate services. This consolidation accelerates the improvement of academic performance of all students, particularly the lowest-achieving students. The Comprehensive Needs Assessment was based on assessment data. Arno increases the academic success of all students by making systemic changes that integrate services funded from a variety of sources into a comprehensive framework. Arno Elementary addresses the student's needs using all of the physical and financial resources available.

The following programs are coordinated and integrated to attain student achievement especially for the neediest, by providing additional staff and professional development: Title I-Part A, Title II-Part A, Title III, State General Funds, 31A, 35A, and local funds. These staff members include reading specialists, interventionists, and instructional aides. This consolidated fund also provides professional development for staff in the areas of Science, Reading, Mathematics and Social Studies. Classroom instruction is supported and enriched through content-based programs provided by external resources. Funding supports an increase in parental involvement as well as training for parents. Family Literacy Night and math workshops increase knowledge of content curriculum and how parents can support their child's academic growth in the home.

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Special Education Services: resource room teachers, speech & language teacher, social worker, school psychologist, professional development, and supplemental materials

Title I-Part A: reading specialist, interventionist, instructional aides, classroom technology, workshops, professional development, parent workshops, supplemental materials

Title II A: professional development, substitute teacher costs, and supplemental materials

Title III: ESL consultant

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds: staff, curriculum, professional development, technology, operational/facility costs, and supplemental materials

Wayne RESA: professional development;

National Conferences: professional development

School Improvement Plan

Arno Elementary School

31A: reading specialist, instructional aides, summer school

35A Grant: instructional aides, supplemental materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

Parent Teacher Association : access to stakeholders, parent involvement, and community outreach

Wayne County Health: eye exams and hearing screenings

Allen Park Kiwanis Organization: free dictionaries for third graders and other donations according to need

Allen Park Rotary Club: free picture books for first graders

National Honor Society: tutoring

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.

COMPONENT ONE - Comprehensive Needs Assessment

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

School Improvement Plan

Arno Elementary School

COMPONENT TWO -- Schoolwide Reform Strategies

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists, Professional Development, Supplemental Supplies and Books

Title I Part A provides: Reading Specialist, Paraprofessionals, Workshops, Professional Development, Parental Involvement, Counselor/Peer Mediation, Parental Support, Supplemental Resources and Materials;

Title II A provides: Instructional Coach and Professional Development

Title III provides: ESL Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff, Curriculum, Professional Development, Professional Learning Communities, Resources/Materials, Technology, and Operational/ Facility Costs;

Wayne RESA: Professional Development;

National Conferences: Professional Development

31A provides: Reading Specialist, Paraprofessionals, Summer School, Resources and Materials

35A provides: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach;

COMPONENT THREE -- Highly Qualified Staff

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

School Improvement Plan

Arno Elementary School

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT FOUR -- Attract and Retain Highly Qualified Staff

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT FIVE -- High Quality On-Going Professional Development

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

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Arno Elementary School

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT SIX -- Parental Involvement

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT SEVEN -- Preschool Transistion

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Speech & Language, Occupational Therapist, Social Worker, School Psychologists, Supplemental Supplies and Books

Title I Part A provides: Reading Specialist, Workshop, Paraprofessionals, Professional Development, Parental Involvement, Resources, Parental Support, Supplemental Resources and Materials;

Title II A provides: Instructional Coach and Professional Development

Title III provides: ESL Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

School Improvement Plan

Arno Elementary School

General Funds provide: Staff, Curriculum, Professional Development, Resources/Materials, Technology, and Operational/ Facility Costs;

31A provides: Reading Specialist, Paraprofessionals, Workshops, Professional Development, Parental Involvement, Supplemental Resources and Materials

35A provides: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach;

Vision & Screening: Provides Eye Exams;

Wayne RESA Provides Hearing Screening

COMPONENT EIGHT -- Teacher Participation in Making Assessment Decisions

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists, Teacher Consultant

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support
(Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT NINE -- Timely and Additional Assistance

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support
(Members of the School Improvement Team)

Title II A provides: Professional Development

School Improvement Plan

Arno Elementary School

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

COMPONENT TEN -- Coordination and Integration of Federal, State, and Local Programs

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provides: Resource Room Teachers, Speech & Language, Teacher Consultant, Social Worker, School Psychologists (Members of the School Improvement Team);

Title I Part A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

Title II A provides: Professional Development

Title III provides: ESL RESA Consultant

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds provide: Staff (Members of the School Improvement Team)

31A provides: Reading Specialist, Paraprofessionals, Parental Support (Members of the School Improvement Team)

35A Grant: Paraprofessional, resources

LOCAL RESOURCES, PROGRAMS AND GRANTS

Parent Organization: Provides Access to Stakeholders, Parent Involvement and Community Outreach

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.

NUTRITIONAL PROGRAMS

School Improvement Plan

Arno Elementary School

Arno Elementary participates in the Free/Reduced Breakfast and Lunch programs. These programs include nutritional choices in addition to hot breakfast and lunch for all students that qualify.

VIOLENCE PREVENTION PROGRAM

Arno Elementary employs a part-time social worker to provide a Positive Behavior Intervention program for students. Students receive instruction on positive behavior, conflict resolution, how to respond when bullied, and how to respond to other problems at school and home.

ADULT EDUCATION

Parent events take place throughout the year. These ongoing events include strategies for parents in academic areas and how to support their child's educational program.

EARLY CHILDHOOD PROGRAM

The Early Childhood Program (ECP) provides services to special education eligible students, ages three to five years old, who have developmental delays, most commonly in the area of communication. This program typically supports students with moderate developmental needs, helping to prepare these students for kindergarten.

YOUNG FIVE's

Students who have a late birth date are able to utilize the Young Five's program in order to build foundational and social skills before entering kindergarten.

Evaluation:

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

The process of evaluating the implementation of and results achieved by the schoolwide program occurs annually. Evaluation happens early in the second semester and is led by the School Leadership/School Improvement Team with input gathered from the entire school community as well as our school improvement chair and administration. The process of gathering and analyzing demographic, achievement, process and perception data is led by the administrative team. Data analysis is ongoing as reports are received from M-STEP, WIDA, NWEA, DRA, and DIBELS. These results are viewed collectively to evaluate the schoolwide program. These results as well as the results of classroom based assessments are debriefed and discussed. Other items used to evaluate the schoolwide program include attendance, demographic and behavioral data, evaluations from professional development, and walk-throughs from administration. In addition, the school leadership/improvement team, which includes administration, teachers, and parents, evaluates the fidelity of the implementation of the schoolwide plan.

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.

Early in the second semester, Arno Elementary conducts an annual evaluation of the schoolwide plan. The evaluation takes place with support from the administration, teachers, and parents. Data from M-STEP, NWEA, WIDA, DRA and DIBELS are reviewed. The administration team provides feedback from the core content area teachers. This determines the effectiveness of the schoolwide programs, revisions, eliminations, and updates. Following the annual evaluation, revisions, and updates are made as new data is received and considered.

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.

The School Leadership/Improvement Team analyzes data frequently. M-STEP, WIDA, NWEA, DRA, and DIBELS scores are disseminated to staff, and parents, as soon as they become available. Demographic, process, and perception data are gathered as part of the Comprehensive Needs Analysis. Team members (with input from staff meeting discussions and grade level meetings as well input from parents) determine if the goals are still valid based on the evaluation of new data. The School Leadership/Improvement Team has written a Schoolwide Plan that targets the needs of all students where special attention will be given to students furthest from achieving grade level standards: those scoring levels 1 and 2 on M-STEP, the lowest quartile on NWEA, intensive level on DIBELS, and two grade levels below on DRA. The team also looks at whether students have improved or declined from previous years. Data is analyzed for groups of students and individual students, and item analyses is studied to determine whether the SIP is effective. The effectiveness of specific programs and interventions is considered and discussed.

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?

School Improvement Plan

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Teachers meet in professional learning communities to discuss the progress towards full implementation of the plan. After considering their individual grade level data and content area data, teachers examine the SIP goals, objectives, strategies and activities individually, considering carefully which are working to improve student achievement and which require revision. The Leadership/Improvement Team members, including the principal, teachers, and parents, continuously work with these recommendations to revise the SIP based on the results of the evaluation. The team reviews M-STEP, WIDA, NWEA, DRA, and DIBELS data as well as the results of classroom assessments in making decisions about revisions as needed. Team members continue to meet quarterly (or more frequently if needed) to ensure that data analysis is ongoing as new information is received. Based on the results of the evaluation conducted in the School Improvement meetings the Schoolwide Plan will be revised, updated or changed as necessary to ensure that improvement is continuous. Goals that are no longer pertinent will be eliminated. Objectives will be adjusted for the new data. Strategies will be adjusted according to item analysis, and activities added or deleted. Resources will be considered, and the budget will be created according to the need to fund these activities.

Goals and Plans 2018-2019

Overview

Plan Name

Goals and Plans 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	All students at Arno Elementary will be proficient in writing.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$1000
2	All students at Arno Elementary will be proficient in math.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$1000
3	All students at Arno Elementary will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1000
4	All students at Arno Elementary will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1000
5	All students at Arno Elementary will be proficient in reading.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$1000

Goal 1: All students at Arno Elementary will be proficient in writing.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency in narrative writing in English Language Arts by 06/03/2019 as measured by the M-STEP.

(shared) Strategy 1:

Organization of Writing Skills - K-5 teachers will build organizational writing skills through the use of graphic organizers and rubrics

Category: English/Language Arts

Research Cited: Anderson, C. (2005). Portsmouth, NH: Assessing Writers. Heinemann.

DuFour, R., & Eaker, R. (1998). Professional Learning Communities at Work; Best Practices for Enhancing Student Achievement. Bloomington, IN: Solution Tree (formerly National Educational Service).

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will utilize graphic organizers to assist students in the writing process.	Monitor, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Grade level teachers and Principal

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Research Cited: Howard, Mary (2009) RTI From All Sides: What every teacher needs to know. Portsmouth, NH: Heinemann

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	general and special education instructional staff, building principal

School Improvement Plan

Arno Elementary School

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 support staff will supplement classroom activities and writing skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Literacy Coach, Title 1 Instructional Aides

(shared) Strategy 3:

Cross-Curricular Writing - Students will be writing in a variety of curriculum areas.

Category: English/Language Arts

Tier: Tier 1

Activity - Writing with Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use rubrics to assess writing, editing, and revising of monthly writing for narrative, opinion, and informational pieces. The topics of these writing pieces will be cross-curricular and will connect to texts used within the classroom. The first trimester will focus on narrative, the second trimester will focus on opinion/argument, and the third trimester will focus on informational/explanatory.	Direct Instruction	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

Activity - Weekly Journal Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in their journals using topics across the curriculum.	Monitor	Tier 2		09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015). Teach Like a Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA. Jossey-Bass. Chicago, IL.

Tier: Tier 1

Activity - Cold Call, No Opt Out, Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above strategies to check for understanding and to keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

School Improvement Plan

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Measurable Objective 2:

67% of Kindergarten, First and Second grade students will demonstrate a proficiency of skills in Writing by 06/01/2018 as measured by NWEA.

(shared) Strategy 1:

Organization of Writing Skills - K-5 teachers will build organizational writing skills through the use of graphic organizers and rubrics

Category: English/Language Arts

Research Cited: Anderson, C. (2005). Portsmouth, NH: Assessing Writers. Heinemann.

DuFour, R., & Eaker, R. (1998). Professional Learning Communities at Work; Best Practices for Enhancing Student Achievement. Bloomington, IN: Solution Tree (formerly National Educational Service).

Tier: Tier 1

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will utilize graphic organizers to assist students in the writing process.	Monitor, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Grade level teachers and Principal

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Research Cited: Howard, Mary (2009) RTI From All Sides: What every teacher needs to know. Portsmouth, NH: Heinemann

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	general and special education instructional staff, building principal

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 support staff will supplement classroom activities and writing skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Literacy Coach, Title 1 Instructional Aides

School Improvement Plan

Arno Elementary School

(shared) Strategy 3:

Cross-Curricular Writing - Students will be writing in a variety of curriculum areas.

Category: English/Language Arts

Tier: Tier 1

Activity - Writing with Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use rubrics to assess writing, editing, and revising of monthly writing for narrative, opinion, and informational pieces. The topics of these writing pieces will be cross-curricular and will connect to texts used within the classroom. The first trimester will focus on narrative, the second trimester will focus on opinion/argument, and the third trimester will focus on informational/explanatory.	Direct Instruction	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

Activity - Weekly Journal Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in their journals using topics across the curriculum.	Monitor	Tier 2		09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015). Teach Like a Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA. Jossey-Bass. Chicago, IL.

Tier: Tier 1

Activity - Cold Call, No Opt Out, Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above strategies to check for understanding and to keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

Goal 2: All students at Arno Elementary will be proficient in math.

Measurable Objective 1:

64% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the M-STEP assessment in Mathematics by 06/03/2019 as measured by state and local assessments.

School Improvement Plan

Arno Elementary School

(shared) Strategy 1:

Math in Focus (Guided/Independent Practice) - K-5 teachers will utilize the Math in Focus Series with fidelity.

Category: Mathematics

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Hoyt, L.& Boswell, K. (2012). Portsmouth, NH: Crafting Nonfiction. Greenwood Publishing Group, Inc.

Lujan, M. Ed., Michael L. (2008). Tyler, TX: Master Instructional Strategies. Mentoring Minds, L. P.

Tier: Tier 1

Activity - Student Workbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will utilize the Math in Focus workbook. Teachers will supplement with other Math in Focus resources to provide enrichment and support.	Monitor, Direct Instruction, Materials	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Principal and teaching staff

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 support staff will supplement classroom activities and math skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Principal, Title 1 teacher

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education instructional staff, principal

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Activity - Title I Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Literacy Coach and Title I Instructional Aides

(shared) Strategy 3:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015). Teach Like A Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA. Jossey-Bass. Chicago, Illinois.

Tier: Tier 1

Activity - Cold Call, No Opt Out, and Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

31a Intervention - 3-5 students will receive extra intervention support after school utilizing technology.

Category: Learning Support Systems

Tier: Tier 1

Activity - Edmentum Intervention Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students will utilize Edmentum, a computer program, to build math skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal and support staff

Measurable Objective 2:

69% of Kindergarten, First and Second grade students will demonstrate a proficiency in skills in Mathematics by 06/03/2019 as measured by NWEA.

(shared) Strategy 1:

Math in Focus (Guided/Independent Practice) - K-5 teachers will utilize the Math in Focus Series with fidelity.

Category: Mathematics

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student

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achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Hoyt, L.& Boswell, K. (2012). Portsmouth, NH: Crafting Nonfiction. Greenwood Publishing Group, Inc.

Lujan, M. Ed., Michael L. (2008). Tyler, TX: Master Instructional Strategies. Mentoring Minds, L. P.

Tier: Tier 1

Activity - Student Workbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will utilize the Math in Focus workbook. Teachers will supplement with other Math in Focus resources to provide enrichment and support.	Monitor, Direct Instruction, Materials	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Principal and teaching staff

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 support staff will supplement classroom activities and math skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Principal, Title 1 teacher

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education instructional staff, principal

Activity - Title I Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	Literacy Coach and Title I Instructional Aides

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(shared) Strategy 3:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015). Teach Like A Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA. Jossey-Bass. Chicago, Illinois.

Tier: Tier 1

Activity - Cold Call, No Opt Out, and Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

31a Intervention - 3-5 students will receive extra intervention support after school utilizing technology.

Category: Learning Support Systems

Tier: Tier 1

Activity - Edmentum Intervention Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students will utilize Edmentum, a computer program, to build math skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal and support staff

Goal 3: All students at Arno Elementary will be proficient in science.

Measurable Objective 1:

35% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency creating and interpreting data, charts, and graphs in Science by 06/03/2019 as measured by state and local assessments..

Strategy 1:

Science Technology - K-5 teachers will provide students will opportunities for inquiry learning.

Category: Science

Research Cited: Hoyt, L.& Boswell, K. (2012). Portsmouth, NH: Crafting Nonfiction. Greenwood Publishing Group, Inc.

Tier: Tier 1

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Activity - Mystery Science/Phenomenal Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the website subscriptions, Mystery Science and Phenomenal Science, to engage students with inquiry learning opportunities.	Direct Instruction, Implementation, Technology	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	All teachers

Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education staff and principal

Activity - Title 1 Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Support Staff will supplement classroom activities and skills that are lacking by the Title I population.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Title I Schoolwide	Literacy Coach and Title I Instructional Aides.

Strategy 3:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015) Teach like a Champion 2.0; sixty two techniques to put students on the path to college. San Francisco, CA. Jossey-Bass.

Chicago, IL

Tier: Tier 1

Activity - Cold Call, No Opt Out, Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

Goal 4: All students at Arno Elementary will be proficient in social studies.

Measurable Objective 1:

31% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency creating and interpreting charts, and graphs, and data in Social Studies by 06/03/2019 as measured by state and local assessments.

Strategy 1:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Tier: Tier 1

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course to the response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education staff, principal

Activity - Title I Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support staff will supplement classroom activities and skills that are lacking by the Title I population.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Title I Schoolwide	Literacy Coach, Title I Instructional Aides

Strategy 2:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. 1967, (2015). Teach Like a Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA. Jossey-Bass. Chicago, IL.

Tier: Tier 1

Activity - Cold Call, No Opt Out, Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

Goal 5: All students at Arno Elementary will be proficient in reading.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) in the M-STEP assessment in Reading by 06/03/2019 as measured by M-STEP.

(shared) Strategy 1:

Reading Workshop Model - K-5 Teachers will use the reading workshop model to provide reading instruction.

Category: English/Language Arts

Research Cited: Richardson. (2016) The Next Step Forward in Guided Reading. New York, New York: Scholastic, Inc.

Tier: Tier 1

Activity - Cross-Curricular Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use weekly vocabulary instruction strategies to improve comprehension of cross-curricular concepts. Teachers may accomplish this by utilizing graphic organizers, vocabulary journals, etc.	Direct Instruction, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Research Cited: Howard, Mary (2009) RTI From All Sides: What every teacher needs to know. Portsmouth, New Hampshire: Heinemann.

Tier: Tier 2

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course to response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education staff, principal

Activity - Title I Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Title I Schoolwide	Literacy coach and Title I Instructional aides
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(shared) Strategy 3:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. (1967-2015). Teach Like A Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA: Jossey-Bass, Chicago, Illinois.

Tier: Tier 1

Activity - Cold Call, No Opt Out, and Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

31a Intervention - 3-5 students will receive extra intervention support after school utilizing technology.

Category: Learning Support Systems

Tier: Tier 1

Activity - Edmentum Intervention Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students will utilize Edmentum, a computer program, to build reading skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal, support staff

Activity - Before/After School Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will receive reading support from certified staff members twice a week after school before or after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal, support staff

Measurable Objective 2:

67% of Kindergarten, First and Second grade students will demonstrate a proficiency in the NWEA district assessment in Reading by 06/03/2019 as measured by the NWEA.

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(shared) Strategy 1:

Reading Workshop Model - K-5 Teachers will use the reading workshop model to provide reading instruction.

Category: English/Language Arts

Research Cited: Richardson. (2016) The Next Step Forward in Guided Reading. New York, New York: Scholastic, Inc.

Tier: Tier 1

Activity - Cross-Curricular Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use weekly vocabulary instruction strategies to improve comprehension of cross-curricular concepts. Teachers may accomplish this by utilizing graphic organizers, vocabulary journals, etc.	Direct Instruction, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 2:

MTSS Progress Monitoring - MTSS will support struggling learners through a system of interventions that involve all instructional staff.

Category: Learning Support Systems

Research Cited: Howard, Mary (2009) RTI From All Sides: What every teacher needs to know. Portsmouth, New Hampshire: Heinemann.

Tier: Tier 2

Activity - MTSS Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee will meet periodically throughout the school year to determine the course to response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$1000	Title II Part A	General and special education staff, principal

Activity - Title I Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Title I Schoolwide	Literacy coach and Title I Instructional aides

(shared) Strategy 3:

Classroom Best Practices - K-5 teachers will utilize instructional strategies to increase student engagement.

Category: Other - Instructional Strategies

Research Cited: Lemov, Doug. (1967-2015). Teach Like A Champion 2.0: 62 techniques that put students on the path to college. San Francisco, CA: Jossey-Bass,

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Chicago, Illinois.

Tier: Tier 1

Activity - Cold Call, No Opt Out, and Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	No Funding Required	K-5 Teachers

(shared) Strategy 4:

31a Intervention - 3-5 students will receive extra intervention support after school utilizing technology.

Category: Learning Support Systems

Tier: Tier 1

Activity - Edmentum Intervention Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students will utilize Edmentum, a computer program, to build reading skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal, support staff

Activity - Before/After School Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will receive reading support from certified staff members twice a week after school before or after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Section 31a	Principal, support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Committee Meetings	The committee will meet periodically throughout the school year to determine the course to response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$1000	General and special education staff, principal
MTSS Committee Meetings	The committee will meet periodically throughout the school year to determine the course to the response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$1000	General and special education staff, principal
MTSS Committee Meetings	The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$1000	General and special education staff and principal
MTSS Committee Meetings	The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	general and special education instructional staff, building principal
MTSS Committee Meetings	The committee will meet periodically throughout the school year to determine the course of response to intervention including identifying tiers and service providers.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$1000	General and special education instructional staff, principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Student Workbook	K-5 students will utilize the Math in Focus workbook. Teachers will supplement with other Math in Focus resources to provide enrichment and support.	Monitor, Direct Instruction, Materials	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Principal and teaching staff
Mystery Science/Phenomenal Science	K-5 teachers will use the website subscriptions, Mystery Science and Phenomenal Science, to engage students with inquiry learning opportunities.	Direct Instruction, Implementation, Technology	Tier 1	Implement	09/05/2018	06/03/2019	\$0	All teachers
Title I Services	Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Literacy Coach and Title I Instructional Aides
Graphic Organizers	K-5 teachers will utilize graphic organizers to assist students in the writing process.	Monitor, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Grade level teachers and Principal
Cold Call, No Opt Out, Turn and Talk	K-5 teachers will use the above strategies to check for understanding and to keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Cold Call, No Opt Out, and Turn and Talk	K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Cold Call, No Opt Out, Turn and Talk	K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Cross-Curricular Vocabulary	K-5 teachers will use weekly vocabulary instruction strategies to improve comprehension of cross-curricular concepts. Teachers may accomplish this by utilizing graphic organizers, vocabulary journals, etc.	Direct Instruction, Implementation	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Title 1 Services	Title 1 support staff will supplement classroom activities and math skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Principal, Title 1 teacher
Cold Call, No Opt Out, Turn and Talk	K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Cold Call, No Opt Out, and Turn and Talk	K-5 teachers will use the above instructional strategies to check for understanding and keep students engaged.	Direct Instruction	Tier 1	Implement	09/05/2018	06/03/2019	\$0	K-5 Teachers
Title 1 Services	Title 1 support staff will supplement classroom activities and writing skills that are lacking by the Title 1 population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Literacy Coach, Title 1 Instructional Aides

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Writing with Rubrics	K-5 teachers will use rubrics to assess writing, editing, and revising of monthly writing for narrative, opinion, and informational pieces. The topics of these writing pieces will be cross-curricular and will connect to texts used within the classroom. The first trimester will focus on narrative, the second trimester will focus on opinion/argument, and the third trimester will focus on informational/explanatory.	Direct Instruction	Tier 1	Getting Ready	09/05/2018	06/03/2019	\$0	K-5 Teachers
Weekly Journal Writing	Students will write in their journals using topics across the curriculum.	Monitor	Tier 2		09/05/2018	06/03/2019	\$0	K-5 Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Services	Title I support staff will supplement classroom activities and reading skills that are lacking by the Title I population.	Academic Support Program	Tier 2	Implement	09/05/2018	06/03/2019	\$0	Literacy coach and Title I Instructional aides
Title I Services	Title I support staff will supplement classroom activities and skills that are lacking by the Title I population.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Literacy Coach, Title I Instructional Aides
Title 1 Services	Title 1 Support Staff will supplement classroom activities and skills that are lacking by the Title I population.	Academic Support Program	Tier 1	Implement	09/05/2018	06/03/2019	\$0	Literacy Coach and Title I Instructional Aides.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Before/After School Intervention	K-2 students will receive reading support from certified staff members twice a week after school before or after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Principal, support staff
Edmentum Intervention Hour	3-5 students will utilize Edmentum, a computer program, to build math skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Principal and support staff
Edmentum Intervention Hour	3-5 students will utilize Edmentum, a computer program, to build reading skills once a week after school.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/03/2019	\$0	Principal, support staff