



School Improvement Plan

G.T. Norman Elementary School

Reed City Area Public Schools

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REED CITY, MI 49677-1116

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

G.T. Norman Elementary is a building that houses approximately 709 students, 40 highly qualified staff members and 9 additional staff members, including Para-professionals, secretaries, recess monitors, and administration. The school district brings in students from four counties; Lake, Mecosta, Newaygo, and Osceola. The communities of Reed City, Paris, Hersey, Chase, and Ashton make up the school district.

Student demographics include:

Enrollment: 709

Free and Reduced Lunch Rate: 58%

Homeless Students: 12

Migrant Students: 0

English Learner Students: 0

Ethnic Groups: Caucasian 94%; African American < 1%; Asian < 1%; Native American < 1%; Hispanic <1%; Multiracial <1%.

Special Education: 10% - 15%

Gender: Males 54%; Females 46%

Certified Staff members with a Bachelor's Degree: 23

Certified Staff members with a Master's Degree: 11

Certified Staff members with an Ed Specialists Degree: 1

Programs offered include: PE, Art, and Social Studies/Science Enrichment.

The biggest employers for the community are General Mills - Yoplait, Spectrum Health - Reed City Campus, Reed City Area Public Schools, and other small factories such as Tubelite and Reed City Tool and Dye. There are some small independent businesses as well. Several large businesses have left the area in the past five years, causing a significant rise in the local unemployment rate. The lack of business opportunities and jobs have impacted families, which impacts the school.

The number of unemployed families living together to save costs has impacted the free and reduced lunch numbers and the number of homeless students, at risk students, and special education students. The school is helping all families by offering free breakfast to all students and free lunch during the summer season.

School's Purpose

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

We, at G.T. Norman Elementary, along with parents and community members, will provide a foundation that engages all learners to succeed. We are dedicated to teach the whole child emotionally, socially, and academically in a safe, respectful, and accepting environment with emphasis on positive, personal relationships. As a team of supportive professionals and parents, we share accountability and success for all students to develop life-long learning skills.

Mission:

G.T. Norman student success is empowered by an engaged staff in partnership with a supportive community.

We at G.T. Norman believe:

1. Students, Teachers, Parents, and Guardians share the responsibility to actively support the learning process.
2. All school settings will be structured for student success.
3. Teaching will be innovative and creative in order to meet the unique needs and interests of the students.
4. The high standards of the curriculum will prepare each child to meet the mental and physical challenges of the future.
5. Students will master skills that are transferable to life: such as basic academic skills, social skills, higher-level thinking skills, and healthy lifestyles.
6. Students and staff members are physically and emotionally safe, socially civil, and academically productive.
7. Student misbehavior will be corrected calmly, consistently, and immediately by any staff member who observes it.
8. All students will receive frequent positive feedback on their behavioral and academic efforts.
9. Students and staff members will be respectful of themselves, their surroundings and others.

The purpose embodied through program offerings and expectations at G.T. Norman is completed by it's teaching staff and their partnership with the community. This has set high standards for student achievement. The collaboration has enhanced students' educational opportunities. G.T. Staff provides family nights, parent workshops, extra curricular activities, and grade level programs after school hours.

Notable Achievements and Areas of Improvement

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

G.T. Norman was awarded the Excellence in Education Award in 2011. We are also proud to have tremendous community and parent involvement in our Family Nights. Attendance for Family Night averages between 400-600 people each time. We also offer after school programs such as Fit Kids and Girls On The Run and have an active PTO who use funds to support programs such as Field Trips and Technology. Rotary has been an active participant in Literacy. We were ranked 68 out of 653 Elementary schools on the 2014-2015 Bridge Report.

We have completed year one in our three year plan to develop a K-12 curriculum alignment for all core curriculum areas. G.T. Norman is in the process of developing essential outcomes and grade level exit assessments. Curriculum pacing guides for all core areas will be completed for use in the 2015-2016 school year.

Additional Information

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

The staff at Norman continues to be proud of our building's Family Nights. These nights are geared toward a different core subject area, where families participate in a variety of activities. Educational incentives are offered through door prizes and drawings for both students and parents. In the fall, free flu shots are provided with the help of Spectrum Health - Reed City Campus for anyone who comes to the event. In the spring, our families are celebrated through a Community Family Night.

We also continue to service our parents with free parent workshops. During these workshops, parents learn different strategies to help their students succeed with core subject areas such as literacy and math.

Meals are provided for free at all events, and daycare is provided at Parent Workshops.

Students were encouraged to participate in developing a writing/media project that was celebrated at a community dinner. The theme for the 2014-2015 school year was "The Best Thing About My Community".

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders from GT Norman are composed of the following: Title 1 teachers, one representative teacher from each grade level, both administrators, parents, and teachers that are parents in our building. The stakeholders are invited in person by administration to be a part of the School Improvement Plan team. Stakeholders receive emails notifying them of dates, times, locations, and agendas. Meetings are held during and after school to accommodate school schedules.

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

Each grade level is represented as well as our Title 1 program and Special Education program. Parent representation consists of a lower and an upper elementary parent.

Teacher responsibilities include providing and analyzing data to show where the weaknesses and strengths are in the curriculum. Data findings are shared with each grade level. The child study team meets every other week after data meetings to communicate ideas and/or strategies to help identified students who may need extra support.

Parent responsibilities include providing input and suggestions for a variety of subjects which include but are not limited to curriculum, transportation, communication, and day to day operations. The responsibilities of these parents come into play at District Leadership Team meetings.

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

The school improvement plan was provided to all stakeholders. The plan was reviewed with the stakeholders at the beginning of the year by administration. Within the year, the administration will review with the stakeholders during staff and school improvement meetings the progress being made toward the goals. This review will be implemented each month during half day early release dates throughout the year by teachers prior to being reviewed at staff meetings to map our school's progress toward reaching our goals.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

The challenges based upon student enrollment data has created large class sizes. Larger class sizes create more difficulty for the teacher to provide help to each and every student. The transient population is a challenge which creates a temporary classroom imbalance impeding student success.

Student Demographic Data

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

The greatest challenge is not having enough time to reteach the lessons to students who have been absent. Students can complete the missed work however instruction and class discussion cannot be replicated. When students have missed the necessary foundational skills to be successful it creates holes in their learning. Another challenge is continually finding time to assess and provide additional instruction necessary to bring out transient population to grade-level benchmark standards.

Student Demographic Data

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

The academic demands and pressures have impacted the behavior of students. Requiring students to learn standards that are not developmentally appropriate has increased the number of discipline referrals dealt with at the administration office. This in turn has impacted the students' academics due to absence from the classroom.

Student Demographic Data

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

Student success is accomplished through the collaboration of our partnership between the classroom and Title teachers. Our newly formed curriculum teams are building a coherent, aligned K-12 common core curriculum to achieve student success. Our building also offers Family Nights welcoming new and current families into our school. Perfect Attendance Awards will be offered to provide incentives to motivate students to attend school and be on time. Title teachers provide immediate assessment for transient students and if necessary those students will be placed into the Title program. A building-wide behavior plan is being created based on PBIS. Teachers are working collaboratively to make the core standards more developmentally appropriate.

Teacher/School Leader(s) Demographic Data

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

The number of years of teaching and administrative experience of our school leaders is on average 15 years or less. The administration is working tirelessly to improve the academic achievement of students by inspiring the staff to work collaboratively to align the curriculum K-5 as well as using essential outcomes developed by the staff to focus their teaching and mastery of learning.

Teacher/School Leader(s) Demographic Data

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

The majority of the staff have 15 years or less teaching experience. The staff is open to new ideas, creating innovative lessons, and using best practice strategies. Teachers are working collaboratively to create a welcome and positive school culture which research shows will increase student achievement.

Teacher/School Leader(s) Demographic Data

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

The administration works to have one administrator in the building at all times. When this is not possible, a teacher leader is placed in the administrative role. Utilizing this plan helps to minimize the impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Due to the number of illnesses by staff and the unexpected death of a staff member, data has shown that this has had a slight impact on student achievement.

Professional Development opportunities which take the staff out of the classrooms eventually shows a positive impact on student achievement due to the sharing of ideas with other staff members and trying innovative lessons.

Teacher/School Leader(s) Demographic Data

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

Administration strives to always have one person in charge on any given day including the use of a teacher leader if necessary. In order to decrease the number of absences for professional development, opportunities are created after school, on early release days, and during the summer.

Process Data

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

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

In reviewing our School Systems Review, our strengths are: Leadership for Learning and School, Family and Community Relations.

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

In reviewing our School Systems Review, some of our challenges are: Developing a Professional Learning Culture.

12. How might these challenges impact student achievement?

While teachers are working collaboratively in their grade level teams, there is limited peer to peer accountability. Teachers are not purposeful in implementing and sharing the strategies and skills learned from Professional Learning opportunities. Administration is developing a tool to better hold teachers accountable.

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

There are several ways to address the previous challenges: walk-through data that shows evidence of the implementation of professional learning, evidence of peer-to-peer coaching using protocols and feedback, meeting agendas/minutes that show ongoing discussion about the implementation and impact of professional learning, and evidence of differentiated professional learning to meet staff needs.

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

Students with disabilities have access to intervention programs through IEPs, co-teaching, push-in programs, and any after school or summer programs. All students are students of Norman Elementary and are treated as such.

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

All students K-5 are invited to attend the monthly Family Nights which are centered around each core area. Students also have the opportunity to attend the Summer Adventure Program which provides academic support as well as extra curricular activities to increase the students' experiential knowledge and achievement. Teachers in the upper grades tutor students that need extra help. Field trips are offered
SY 2015-2016

at each grade level.

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

All students are offered the extended learning opportunities. Students and care givers are notified of these opportunities by newsletters, individual invitations/recommendations by teachers, and the school website.

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

Each grade level has had input in the creation of curriculum brochures which contain the essential outcomes students are required to master by the end of each grade. The district has worked to create curriculum maps, pacing guides, and the alignment of the curriculum across the grade levels K-12 in all content courses.

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

Our school does not have a health survey/screener.

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading is our strongest area of assessment.

19b. Reading- Challenges

A challenge for our building is not having an aligned K-5 reading curriculum, however staff has been working on that alignment to be implemented in the 2015-2016 school year.

19c. Reading- Trends

Due to the fact that there was no aligned K-5 reading curriculum, our reading scores have shown minimal increases yearly.

19d. Reading- Summary

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

Reading will be addressed in this manner: K-5 aligned reading curriculum will be established, staff will attend conferences related specifically to informational text, staff will attend conferences that promote best practice strategies.

20a. Writing- Strengths

The staff has implemented the MAISA Writing Units which are aligned to the common core state standards K-5. This alignment will show a significant increase in student writing achievement.

20b. Writing- Challenges

As with the implementation of any new curriculum, staff have required continuous professional development in order to maintain program fidelity.

20c. Writing- Trends

Our writing scores have shown a positive trend in performance.

20d. Writing- Summary

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

Staff will continue to receive professional development to ensure best practice strategies are being implemented. Staff will have opportunities to observe other teachers, have a mentor model the use of those strategies, and be encouraged to participate in peer to peer feedback and coaching.

21a. Math- Strengths

There has been an aligned K-5 curriculum created for math.

21b. Math- Challenges

The common core state standards are not developmentally appropriate. Teachers are not implementing the curriculum with fidelity.

21c. Math- Trends

Math scores seem to remain below the state targets of performance.

21d. Math- Summary

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

Teachers will be required to teach math vocabulary and keep journals as evidence. Teachers will be provided the opportunity to attend math related conferences. They also will be required to share with the staff the best practices that were learned at the conferences. Knowledge of the Piagetian stages of development will be shared with staff in order to help with making the math standards developmentally appropriate.

22a. Science- Strengths

This is an area that our school continuously works to improve.

22b. Science- Challenges

The state keeps changing the standards to be taught at each grade level. This makes it difficult to create and maintain an aligned curriculum K-5.

22c. Science- Trends

Science scores have shown a negative achievement trend.

22d. Science- Summary

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

Teachers will be required to teach science vocabulary and keep journals as evidence. Teachers will be provided the opportunity to attend science related conferences. They also will be required to share with the staff the best practices that were learned at these conferences. In order to solve the challenge of an aligned curriculum, teachers are focusing on trends established in the science standards handed down from the state.

23a. Social Studies- Strengths

This is an area that our school continuously works to improve.

23b. Social Studies- Challenges

The state keeps changing the standards to be taught at each grade level. This makes it difficult to create and maintain an aligned curriculum K-5.

23c. Social Studies- Trends

Our social studies scores have shown a negative achievement trend.

23d. Social Studies- Summary

School Improvement Plan

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

Teachers will be provided the opportunity to attend social studies related conferences, such as informational text. They also will be required to share with the staff the best practices that were learned at these conferences. In order to solve the challenge of an aligned curriculum, teachers are focusing on trends established in the social studies standards handed down from the state.

Perception Data

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

24a. Student Perception Data

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

The highest overall level of satisfaction among students is feeling safe and liking school. We have a positive school culture.

24b. Student Perception Data

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

The lowest overall area of student satisfaction is not being recognized for their accomplishments and they do not feel challenged.

24c. Student Perception Data

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

Teachers will differentiate instruction to challenge their students in all grade levels. Students will set individual goals and track progress to be recognized for their good work and accomplishments.

25a. Parent/Guardian Perception Data

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

The overall highest level of satisfaction among parents was a positive school climate and communication.

25b. Parent/Guardian Perception Data

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

The overall lowest area of satisfaction among parents is the lack of information about the Title 1 program.

25c. Parent/Guardian Perception Data

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

At the beginning of the year at Open House we will hold an informational parent meeting providing them with information about the Title 1 program and it's structure.

We will also have parent work shops and tables set up during Family Nights providing activities to enhance student learning.

26a. Teacher/Staff Perception Data

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

The overall highest level of satisfaction among teachers is student achievement and relationships with parents.

26b. Teacher/Staff Perception Data

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

The overall lowest level of satisfaction among teachers is student behavior and school policies and procedures.

26c. Teacher/Staff Perception Data

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

The actions that will take place to improve student behavior is implementing PBIS within our school and developing a staff handbook that will include a variety of procedures and policies.

27a. Stakeholder/Community Perception Data

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

The overall highest level of satisfaction among the stakeholders and/or community is the safety of our students.

27b. Stakeholder/Community Perception Data

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

The overall lowest level of satisfaction among the stakeholders and/or community members is communication and/or news about school

happenings.

27c. Stakeholder/Community Perception Data

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

We will make more connections with the newspaper to highlight student activities and achievements.

Summary

28a. Summary

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

Overall, the strengths were:

Data Demographic: Teacher collaboration, K-12 aligned curriculum, Family Nights.

Process: Leadership for Learning and School, Family and Community Relations.

Achievement/Outcomes: Writing scores are continuing to increase

Perception: Positive school culture, parent/teacher relationships.

Challenges:

Data Demographic: Large class sizes and student behavior.

Process: Developing a Professional Learning Culture.

Achievement/Outcomes: Our scores aren't making significant improvements.

Perception: Lack of information on the Title 1 program.

28b. Summary

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

The challenges identified may impact student achievement through behavior problems because of time spent out of the classroom and in the administrative office for consequences. Large class sizes limit the interaction of one on one time with teacher. Scores are slowly making improvements due to lack of differentiated instruction and implementing curriculum with fidelity. Lack of information on the Title 1 program should have no bearing on student achievement.

28c. Summary

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

These challenges were addressed in the school improvement plan, measurable objectives, strategies and activities for the upcoming year are:

Improve student behavior by implementing PBIS within our school and developing a staff handbook that will include a variety of procedures and policies.

School Improvement Plan

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At the beginning of the year at Open House we will hold an informational parent meeting providing them with information about the Title 1 program and it's structure.

We will also have parent work shops and tables set up during Family Nights providing activities to enhance student learning.

Teachers will differentiate instruction to challenge their students in all grade levels. Students will set individual goals and track progress to be recognized for their good work and accomplishments.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	All students are assessed through DIBELS, and the NWEA three times a year. Incoming Kindergarten students are assessed through Pearson's DIAL-4. Kindergarten students are also included in the DIBELS, and NWEA three times a year.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education Report is located on the right hand side of our district homepage. The website is www.reedcity.k12.mi.us http://www.reedcity.k12.mi.us/administration/contracts_financial/Norman%20AER%202013.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All 8th grade students leave Reed City Middle School with an EDP in place, and it travels with them to the high school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	G.T. Norman Elementary is a K-5 building, therefore we are not responsible to update the EDPs to ensure academic course work alignment.	

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

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tim Webster, Superintendent 225 W. Church St. Suite A Reed City, Michigan 49677 231-832-2201	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy 2015-2016

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact 2015-2016

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was conducted by having staff gather the 4 types of data required for a school-wide Title 1 school.

Demographic data was collected from the student profiles/data base.

Perception data was collected this spring, from surveys.

Programs and Process Data were completed by the school improvement team and shared with the staff for input.

Student Achievement Data was reviewed using MiSchoolData to look at aggregate, sub-group, and local data in each core area.

Assessments used to collect student achievement include: Dibels, NWEA, and M-STEP. STAR Reading, STAR Math scores, and MLPP were used to collect student achievement data. Benchmark data was used and analyzed three times this year. All teachers administer and analyze their classroom data monthly in collaboration with the Title 1 staff. All data is provided to the building principal.

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?

Demographic Information

G.T. Norman Elementary is a building that houses approximately 709 students, 40 highly qualified staff members and 9 additional staff members, including Para-professionals, secretaries, recess monitors, and administration. The school district brings in students from four counties; Lake, Mecosta, Newaygo, and Osceola. The communities of Reed City, Paris, Hersey, Chase, and Ashton make up the school district.

Student demographics include:

Enrollment: 709

Free and Reduced Lunch Rate: 58%

Homeless Students: 12

Migrant Students: 0

English Learner Students: 0

Ethnic Groups: Caucasian 94%; African American < 1%; Asian < 1%; Native American < 1%; Hispanic <1%; Multiracial <1%.

Special Education: 10% - 15%

Gender: Males 54%; Females 46%

Certified Staff members with a Bachelor's Degree: 23

Certified Staff members with a Master's Degree: 11

Certified Staff members with an Ed Specialists Degree: 1

Programs offered include: PE, Art and Social Studies/Science enrichment for all students.

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and other small factories such as Tubelite and Reed City Tool and Dye. There are some small independent businesses as well. Several large businesses have left the area in the past five years, causing a significant rise in the local unemployment rate. The lack of business opportunities and jobs have impacted families, which impacts the school.

School Staff Perception Data:

Staff were given a perception survey in May of 2015. Areas of need identified include:

1. Classroom instructional materials need to be available and aligned to the CCSS.
2. Technology resources and staff training were identified as a need.
3. Building curriculum needs to be aligned K-5.

Parents were given a perception survey in May of 2015. Areas of need identified include:

1. Parents requested parent training's to help their children at home.
2. Information and better communication about programs and student progress.
3. Consistent discipline program.

Students were given a perception survey in May of 2015. Areas of need identified include:

1. Students feel they are not challenged in their work.
2. Students feel they are not recognized for good work and accomplishments.
3. Students feel they do not have a choice in what they learn.
4. Students feel they do not have fun learning.
5. Students feel they do not belong at this school.
6. Students feel they are not comfortable at school.

School Programs and Processes

In March of 2015, the school staff completed the School Systems Review.

The number of unemployed families living together to save costs has impacted the free and reduced lunch numbers and the number of homeless students, at risk students, and special education students. The school is helping all families by offering free breakfast to all students and free lunch during the summer season.

Student Achievement Data:

Math Aggregate Data

Over the last two years, the Math scores for:

3rd grade have declined from 29.9 to 21.8% proficient. Showing an overall decline of 8.1%

4th grade increased from 25.5 to 32.4% proficient. Showing an overall increase of 6.9%

5th grade declined from 47.3 to 26.1% proficient. Showing an overall decline of 21.2%

6th grade increased from 18.3 to 37.8% proficient. Showing an overall increase of 19.5%

No grade levels exceeded the State average for math.

Math Subgroup Data

Subgroups that have more than 10 students and have significant gaps of more than 10% include: ED, SWD (4&5) and Gender.

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Gender gaps were found in grades:

3rd males (28%) were outperforming females (12%) showing a 16% gap in proficiency.

4th females (48%) were outperforming males (31%) showing a 17% gap in proficiency.

ED gaps were found in grades:

4th grade students who were non ED were outperforming students who were ED showing a 21% gap .

5th grade students who were non ED were outperforming students who were ED showing a 25% gap.

Reading Aggregate Data

Over the last two years, Reading scores for:

3rd grade have declined from 58.5 to 52.5% proficient. Showing an overall decline of 6%.

4th grade increased from 62% to 59.6% proficient. Showing an overall decline of 2.4%

5th grade declined from 70.9% to 68.9% proficient. Showing an overall decline of 2%

6th grade increased from 71.2% to 73.8% proficient. Showing an overall increase of 2.4%

No grade levels exceeded the State average for reading.

Reading Subgroup Data

Subgroups that have more than 10 students and have significant gaps of more than 10% include: ED, and Gender.

ED gaps were found in grades:

3rd (18%)

4th (27%)

5th (23%)

6th (13.5%)

Gender gaps were found in grades:

3rd males (60%) were outperforming females (42%) showing a 28% gap.

4th females (64%) were outperforming males (55%) showing a 9% gap

5th females (73%) were outperforming males (63%) showing a 10% gap.

Writing Aggregate Data

Over the last two years, the writing scores for:

4th grade increased from 16.3% to 23.9% proficient. Showing an overall increase of 7.6%

7th grade increased from 54.5% to a 71.6% proficient. Showing an overall increase of 17.1% No Gaps.

No grade levels exceeded the State average for writing.

Writing Subgroups that have more than 10 students and have significant gaps of more than 10% include: ED, SWD, and Gender.

4th grade 36%

7th grade 71.6%

Gender gaps were found in grades:

4th grade females (48%) were outperforming males (31%) showing an 11% gap.

7th grade females (83.7%) were outperforming males (60%) showing a 23.7% gap.

ED gaps were found in grades:

4th grade students who were non ED (52%) were outperforming students who were ED (31%) showing an overall gap of 17% proficient.

7th grade students who were non ED (86.3) were outperforming students who were ED (56%) showing an overall gap of 30.3% proficient.

SWD gaps were found in grades:

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4th grade students were non SWD (0%) were outperforming students who were SWD (36%) showing an overall gap of 36% proficient.

7th grade students were non SWD (60.4%) were outperforming students who were SWD (0%) showing an overall gap of 60.4%.

Science Aggregate Data

Over the last two years, the Science scores for:

5th grade declined from 47.3 to 26.1% proficient. Showing an overall decline of 21.2%

8th grade increased from 8.5% to 10.7% proficient. Showing an overall increase of 2.2%

No grade levels exceeded the state average for science.

Science Subgroup Data

Subgroups that have more than 10 students and have significant gaps of more than 10% include: SWD.

SWD gaps were found in grades:

5th grade students were non SWD (0%) were outperforming students who were SWD (14%) showing an overall gap of 14% proficient.

8th grade students were non SWD (12.9%) were outperforming students who were SWD (0%) showing an overall gap of 12.9%.

Social Studies Aggregate Data

Over the last two years, the social studies scores for

6th grade increased from 12.8% to 15.4% proficient. Showing an overall increase of 2.6%

Social Studies Subgroup Data

Subgroups that have more than 10 students and have significant gaps of more than 10% include: ED and SWD.

ED gaps were found in grades:

6th grade students were non ED (22.8%) were outperforming students who were ED (11.1%) showing an overall gap of 11.3% proficient.

SWD gaps were found in grades:

6th grade students who were non SWD (18.9%) were outperforming students who were SWD (0%) showing an overall gap of 18.9% proficient.

Migrant, English Learners, and Ethnic groups are not subgroups at this school.

Conclusion

Science and Math are content areas which indicate the lowest level of student achievement. Math, Science, and Reading have shown a negative achievement trend. Math, Science, and Writing are areas that are below the state targets of performance. The factors that have caused the declining student achievement are due to the lack of an aligned curriculum in all subject areas. The range of scores are inconsistent across grade levels from year to year. Our curriculum teams are in the process of aligning and developing curriculum maps for all core subject areas K-12. Reading is our strongest area of assessment. Our writing scores showed a positive trend in performance. In writing our students achieved above the state target of performance. The top 30% continue to stay at the top of the assessments for reading and math. The scores are showing an increase as we have begun the implementation of writer's workshop.

No core area proficiency has been met at the State's 85% level. Therefore, the team has established a goal in each core area.

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.

Our goals are in reading, math, writing, science and social studies. Since our students haven't reached 85% proficiency in all of these areas, essential outcome brochures were created and shared with parents to increase overall student success.

The staff reviewed the perception data, school programs and process data, and state/local achievement data to determine the goals needed for this school.

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

Our staff looked at the needs of all students when analyzing the data in all subject areas. Attention was paid to all subgroups and their needs will be addressed throughout our action plans.

Tier I strategies are implemented to meet the general education needs of all students.

Tier II strategies are implemented to meet the needs of the identified subgroups in an effort to close the gaps.

Component 2: Schoolwide Reform Strategies

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

The staff will provide differentiated instruction to meet the needs of all learners. All students will continue to be assessed using Dibels, M-STEP, and the NWEA to gauge the growth towards benchmark.

In order to help all students reach the State's standards the following Tier I strategies will be implemented:

Math: Hattie's Top Ten Influences, AIMS, Houghton Mifflin - Expressions, Technology

Reading: Hattie's Top Ten Influences, Daily 5/CAFE, Readers Workshop, Technology

Writing: Hattie's Top Ten Influences, MAISA, Technology

Science: Hattie's Top Ten Influences, AIMS, Technology

Social Studies: Hattie's Top Ten Influences, Technology

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).

Quality of instruction is increased by providing professional learning to all staff.

Quality of instruction is increased by providing staff time to collaborate on strategy implementation.

Quantity of instruction is increased by ensuring all staff are implementing the Tier I strategies as outlined in the plan.

The Title 1 team has implemented the RtI strategy in a school wide approach. Third through fifth grade students are tested yearly through the M-STEP assessment. All students are tested three times a year using the DIBELS and NWEA. Progress monitoring occurs monthly to gauge student growth. All staff is implementing differentiated instruction. Students can be placed into various levels of instruction based on their progress monitoring. Tomlinson (1999) states that curriculum differentiation creates a classroom that addresses student readiness needs and preferred ways of learning. Her website, www.caroltomlinson.com showcases examples of differentiation and how to incorporate variation into the classroom for all levels of learners. The Houghton Mifflin Math Expression curriculum meets state standards and has recommendations from the National Council of Teachers of Mathematics. The National Center on Response to Intervention describes the plan of screening, using data-based decision making, progress monitoring, and multi-level prevention system. This allows classroom teachers to differentiate instruction, use assessments and the results to create a learning environment that meets the needs of all students.

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

All of the research based reformed strategies in our plan align with the findings of our comprehensive needs assessment as we identified in our data reviews.

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.

Our staff will continue to use the Title II strategy of RtI to reach the needs of our students as they attempt to reach the state wide standards. The following strategies in our school wide plan that provide for interventions for students who need more instructional support include:

1. Interventionists will provide assistance to identified students during non-core time in math, literacy.
2. Science and Social Studies reteaching will be offered during classroom rotation where an interventionist is using literacy strategies to reteach science and social studies standards.

Technology devices will be a focus of the instructional strategies as a way to differentiate instruction from the classroom lessons.

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

The schoolwide team will use the MDE program evaluation tool to determine if the achievement gaps are closing between the subgroups identified.

Through the use of the RtI strategy of the Title 1 staff will address the needs of our students as they attempt to reach the state wide standards. The staff will provide differentiated instruction to meet the needs of all learners. All students will continue to be assessed using Dibels and NWEA, to gauge the growth towards benchmark. All students will be progress monitored monthly to gauge student success and drive instruction.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	G.T. Norman prides itself on having all paraprofessional staff meeting highly qualified standards as required by the NCLP Act Sec. 114, 11119 (a) (3).	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	G.T. Norman prides itself on having all professional staff meeting highly qualified standards as required by the NCLP Act Sec. 114, 11119 (a) (3).	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Due to the increase in student population, we have added several new staff members. Several staff members have retired causing a turnover in staff.

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

Staff teaching 0-3 years = 4

Staff teaching 4-8 years = 8

Staff teaching 9-15 years = 15

Staff teaching 15+ years = 12

Staff possessing Bachelors Degree: 23

Staff possessing a Masters Degree: 11

Staff possessing and Ed Specialist: 1

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

The strategies/initiatives G.T. Norman uses to attract and keep high quality educators are:

- Professional Development to support continual learning aligned to our SI Plan
- Clean and attractive work environment
- Acknowledgement, Appreciation, and Gifts
- Technology Devices are provided to all teachers
- Teacher collaboration time is offered once a week
- PTO that supports teachers

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

The strategies/initiatives Reed City Area Public Schools use to attract and keep high quality educators are:

- Mentoring Program
- District Professional Development Plan
- New Teacher Orientation Program
- Acknowledgement, Appreciation from Superintendent and Administration
- Competitive Teacher Contract, Calendar, Pay Scale and Benefits

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- 100% highly qualified staff
- Higher pay for continuing education

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?

The RCAPS district does not have a high turnover rate.

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.

All Goal Areas

MDE Program Evaluation Tool

Formative Assessment Conference

Co-teaching

Family/Parent Involvement nights

Disadvantaged Students Book Study

Math

Fact Fluency

Technology Training

Content Area Vocabulary Grade Level Collaboration

MCTM Conference

FAME

Reading

Technology Training

Navigating Informational Text Professional Development

MRA Conference

Raz-Kids

Reading A to Z

Read Naturally

MAISA reading and training

Rebecca Sitton

Read Now Network

Writing

MAISA Writing Conference and training

Technology Training

Phonic First Syllabication/SLD Read training

Writing Across the Curriculum/Art Conference

Science

Reading Nonfiction Text

Content Area Vocabulary Grade Level Collaboration

Technology Training
MSTA Science Conference

Social Studies
Reading Nonfiction Text
Technology Training

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

Teachers will meet on a regular basis to discuss and give feedback on the strategies that will be implemented through our school improvement plan. Teachers are given time to collaborate on a weekly basis. This time will be used for follow-up training to sustain initial PD.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Upload here	2015-2016 GT Norman Elementary PD Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to attend and participate in District Leadership Team meetings and School Improvement Meetings where the plan is discussed and designed. Data from the parent survey is considered.

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

Parents are involved in the implementation of the school wide plan through input both at meetings and surveys. Parents attend parent workshops and other events.

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

Parents will be involved in the evaluation of the school wide plan through surveys which address both academic and behavior areas including overall goals. In addition, parents are made aware of the goals of the school as a whole and also goals for their own student.

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		Parent Involvement Policy 2015-2016

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

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

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 the State's content expectations with parents, the state's annual assessment (M-Step) with parents, and how to monitor their child's progress.

- M-Step will be sent home with each child.

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 in our school to enable them to support their child's academic progress.

These include:

- Parent Workshops

- Home Kits

- Parent Teacher Conferences (Fall & Spring)

- Teacher Consultant Support

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

- Monthly staff meeting
- Professional Development
- Weekly information and examples of communication is given to staff

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children. Coordination with other programs for parent involvement includes:

- Family Night
- Parent Workshops
- Grade Level Concerts/Programs
- Field Trips
- Parent Teacher Organization

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

- Exit Outcome Brochures
- Principal Monthly Newsletter
- Title 1 Exit and Entry Flowchart

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:

- Parent Volunteers
- Daycare
- Meals
- Materials to make educational games

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

Staff provide opportunities for full parent participation:

- Alternative parent teacher conferences
- Summer school program
- Make and take ideas for winter months
- ADA handicap accessible building
- Home visits as needed for teacher conferences
- Offering sign language interpreter for parents with hearing impairments
- Provide an interpreter for non-English speaking parents
- Print parent information in native language

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

Materials are evaluated through a parent survey, student progress is monitored. Materials and activities are evaluated and revised.

Parent Workshops are evaluated by staff and parent surveys.

Logs are kept on parent participation through sign in sheets.

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

The staff will discuss the results at a staff meeting. Any suggestions or ideas for improvement from parents will be taken into consideration.

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

A team of teachers and parents wrote the school compact together. The School-Parent Compact is reviewed annually and changes are made when necessary.

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

Parents are given the compact at fall parent teacher conferences where they discussed, asked questions, and signed with their child's classroom teacher. The compact is revisited on an individual basis when necessary.

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

Not applicable to our building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact 2015-2016

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

We created a dashboard that is sent home yearly. It is clear and concise, with each assessment shown in a format that is easy to read. The dashboard shows bench marking scores and the student score is labeled in a box next to the benchmark scores.

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 local preschools, Headstart, Great Start Readiness Program, and the Community Preschool are invited to all building events throughout the year. All three programs are housed in the same district building, allowing easy access to teachers and students. Our kindergarten staff go onsite to perform all end of the year assessments using Pearson's DIAL 4. Our Kindergarten staff attend transition meetings to discuss incoming students. The Child Study Team meets to discuss incoming students who are currently identified as special needs and/or needing extra support or interventions. They are invited to visit current kindergarten classrooms, meet kindergarten teachers, and tour the building. Kindergarten Round up is held annually. We welcome parents and students into our building for an informational meet and greet with the teachers and administrators.

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?

Parent training and workshops are regularly offered to parents through the MOISD. A variety of topics related to parenting, health, and child development are offered. Child care is provided during these meetings.

At Kindergarten Round-Up administrators and teachers share information on basic incoming Kindergarten skills.

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?

The teachers at G.T. Norman Elementary have input and involvement in decisions regarding selection, use and interpretation of school based academic assessments, and student data analysis through the following opportunities:

- Grade Level Meetings
- Curriculum Meetings
- Building Advisory Team Meetings
- School Improvement Meetings
- Staff Meetings
- Superintendent's Advisory Team Meetings
- Staff Surveys
- Title 1 Meetings
- Data/TAT Meetings

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

The teaching staff analyzes data and meets monthly to discuss academic achievements. Through these meetings data is analyzed, strategies are shared, and interventions are discussed all with the purpose of driving instruction.

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.

All students are progress monitored monthly. Students receiving services are progress monitored bi-weekly.

Entrance Criteria for Receiving Title I Services

Reading: DIBELS score of Intensive; 3 or 4 on MEAP

Math: 3 or 4 on MEAP; Intensive (red) on the District Benchmark Screener

Writing: 3 or 4 on MEAP; MLPP writing in grades K-2 with score of 1 or 2

Science and Social Studies: 3 or 4 on MEAP in literacy or content; DIBELS score of Intensive

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?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the states academic achievement standards at an advanced or proficient level are as follows:

Reading: 4 times a week in grades K-5 for 30 minutes a day for reteaching standards

Math: 4 times a week in grades 1-2 for 30 minutes a day for reteaching standards

Writing, Science and Social Studies: Rotation class for integration of literacy skills through informational reading.

- Title 1 - examples of intervention programs are: Phonics First, Read Naturally, Word Warm Ups, PALS, Touch Points etc.
- Literacy Home Kits - parents are provided activities to support their child's literacy growth such as: high frequency word lists and literacy activities.
- At parent teacher conferences, Title 1 staff offers make it - take it activities to all parents to enhance at home student achievement.
- Family Nights occasionally offer make it - take it activities per grade level to encourage at home participation.
- Leveled Readers are sent home with lower elementary students to promote parent involvement in fluency growth.
- Grades 4-5 have daily planners that go home which communicate to parents where parental assistance is needed.

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

Teachers use the data that is available to them to assist in planning for differentiated instruction. Formative assessment tools are utilized to help determine strategy groups which in turn drives instruction.

Teachers differentiate instruction within the classroom by:

1. small group reteaching

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2. leveling of the same activities
3. use technology tools
4. peer teaching
5. use of different manipulatives and teaching tools

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 programs are coordinated and integrated through the following ways:

- Title 1 meetings are held monthly with the classroom teachers and special ed.
- Classroom teachers meet weekly as a grade level.
- Curriculum teams meet to discuss the common core and develop pacing guides and curriculum maps for each grade level K-12.
- Professional development days are built within the district calendar to allow collaboration between grade levels.

State, Local, and Federal resources that support our school wide programs are:

- Title I A
- Title II A
- General Funds
- Grant Awards from local organizations
- PTO Resources

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

1. CNA = general funds
2. Strategies = Tier I (general funds) Tier II (Title I Part A)
3. Highly Qualified Staff = general funds
4. Attracting and Retaining HQ staff = general funds; PTO funds; Title II Part A
5. Professional Development = general funds; Title II Part A
6. Parent Involvement = general funds; Title I Part A; Local grants; PTO funds
7. Preschool Transition Strategies = general funds
8. Teachers Making Assessment Decisions = general funds
9. Timely and Additional Assistance = Title I Part A
10. Coordination of Local, State and Federal Funds/Resources = general funds

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.

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In fifth grade, the school provides the DARE program to address bullying, drugs, violence awareness and peer pressure. The fifth grade students take part in the SMART program offered by the Michigan State Police as a bullying intervention on making smarter choices. The rest of the school is also provided bullying and other character education assemblies to educate students on making good choices. The K-5 students will learn about an educational program called Healing Wounds for students regarding sexual abuse. We Fit Kids is offered to all students by Spectrum Health promoting healthy lifestyles.

G.T.Norman provides free breakfast every day to all students and the district participates in the National School Lunch Program. We also use grant money from local business, including General Mills, Blue Cross/Blue Shield, Spectrum Health - Reed City Campus, and MEEMIC, to pay for Parent Literacy and Health workshops. A healthy dinner and day care is provided at each activity night.

Our homeless liaison, put into place by the McKinney-Vento Homeless Act, provides resources to families and students in need of assistance in transportation, graduation needs, clothing needs, and hygiene products.

RCGFWC (Reed City Generation Federation of Women's Club) a non-profit organization provides resources to students and/or families in Osceola County through Katie's Kloset.

We also provide a building for the Great Start Readiness and Headstart programs, helping the students, who cannot pay for the tuition preschool.

All high school students are afforded the opportunity to attend our career center, which teaches various trades. Career Readiness funds also help provide transportation for students to visit programs at the career center and Ferris State University.

Local businesses provide job training through co-op, work based instruction, to our district high school students.

Evaluation:

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

We will be using the MDE Program Evaluation tool to evaluate the implementation of the school wide program. Findings will be shared with all stakeholders. Modifications or improvements will be implemented to increase the effectiveness and impact on student achievement.

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.

The staff analyzes the results of the state's annual assessments as well as other student achievement data. Next they determine where the least progress has been achieved and implement appropriate strategies to meet or exceed the state standards of proficiency.

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 improvement team will use the MDE evaluation tool to see if the gaps have been closed or narrowed.

The school improvement team will use the results from the MEAP/M-Step and other school achievement data to continually improve the success of all students furthest from achieving the standards. Using common formative assessments of essential outcomes developed at each grade level, the team will meet monthly to determine whether modifications or improvements need to be implemented.

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

The school improvement plan will be reviewed annually and revised as needed to meet the needs of all students. Teachers at team planning meetings and cross grade level team meetings will evaluate the plan using data. Curriculum teams (K-12) will continue to meet to ensure the alignment of the common core state standards.

2015-2016 School Improvement Plan Goals

Overview

Plan Name

2015-2016 School Improvement Plan Goals

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 GT Norman Elementary School will be proficient in mathematics.	Objectives: 2 Strategies: 2 Activities: 13	Academic	\$99118
2	All students at GT Norman Elementary will be proficient in reading	Objectives: 2 Strategies: 2 Activities: 12	Academic	\$319050
3	All students at G.T. Norman Elementary School will be proficient in writing.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$56036
4	All students at G.T. Norman Elementary School will be proficient in science.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$48797
5	All students at GT Norman Elementary School will be proficient in social studies.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$39270

Goal 1: All students at GT Norman Elementary School will be proficient in mathematics.

Measurable Objective 1:

A 14% increase of All Students will demonstrate a proficiency on grade level common core state standards in Mathematics by 06/10/2016 as measured by the state assigned assessments.

Strategy 1:

Hattie's Top Ten Influences - Teachers will implement 3 of John Hattie's top 10 strategies to raise student achievement in math.

1. Self Reporting - students will predict how they will perform on math tasks.

2. Classroom Discussions - teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.

3. Formative Assessing - teachers are developing common formative assessments per grade level to be used to drive instruction as matched to student needs. Common formative assessment will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John (2009). Visible learning a synthesis of over 800 Meta-Analyses relating to achievement, New York, New York, Routledge.

Tier: Tier 1

Activity - Technology Integration Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through classroom discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, building administrators, superintendent, technology coach

Activity - Math Vocabulary Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement vocabulary journals using staff identified content vocabulary from Expressions and Common Core. Classroom discussions will be facilitated by the teacher for student understanding. Staff will meet to create the grade level math vocabulary lists and scope and sequence for teaching them.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Building Administrators

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Activity - Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct the students in the strategies that are associated with the basic facts. Students will engage in fact fluency activities twice a week for a minimum of 10 minutes.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Building Administrators
Activity - MCTM Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCTM conference in July 2016 - Math conference for Michigan math teachers. Registration: \$200x9=\$1800 Mileage: 200x3 cars =\$600 Meals: \$80x9 staff = \$720 Lodging: \$200 x 2 nights x 5 rooms =\$2000 Staff would include Classroom teachers and Title Teachers.	Professional Learning	Tier 1	Implement	07/01/2016	07/31/2016	\$5120	Title II Part A	Teaching staff and building administration
Activity - Formative Assessment Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend the Formative Assessment in the Classroom Conference with Doug Fisher during the 2015-16 school year. Teachers will be trained and come back and provide on-going training to all staff members. Registration: \$200x9=\$1800 Mileage: 200x3 cars =\$600 Meals: \$80x9 staff = \$720 Lodging: \$200 x 2 nights x 5 rooms =\$2000 Staff would include Classroom teachers and Title Teachers.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Teaching Staff, Building Administration
Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet monthly to collaborate about best practices and implementation of formative assessment. This amount will cover the substitute cost for 2 teams of 8 members to meet 8 times during the year.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$9500	Title II Part A	FAME team members and Building Administration
Activity - FAME Coaching and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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G.T. Norman Elementary School

Building Administrator will be trained in FAME. This will take place during the summer and throughout the year.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Building Administration
Activity - MAS/ FPS Fall Directors Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 building administrators attend the conference. These sessions will assist participants in gaining a clear understanding of roles and rules and regulations and an opportunity to work together to create the most effective program for students. Registration 400 x 2 = 800 Lodging: 200 x 2 x 2 = 800 mileage = 85 meals = 90 x 2 = 180	Professional Learning	Tier 1	Getting Ready	10/01/2015	10/31/2015	\$1865	Title II Part A	Building Administrators
Activity - Family Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents and students will be invited to participate in their child's education and learning through hands-on math. This activity happens 5 times per year at Family Nights. \$2000 will be allocated to host this activity and will be used to purchase materials.	Parent Involvement, Community Engagement, Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Title II Part A	Teachers, Title 1 Staff, and Building Administrators

Measurable Objective 2:

A 16% increase of Economically Disadvantaged students will demonstrate a proficiency on grade level common core state standards in Mathematics by 06/30/2016 as measured by state assigned tests..

Strategy 1:

Multi-Tiered System of Support - With RtI, schools identify students at risk of failing the state's content standards, monitor student progress, provide evidence-based interventions, and adjust the intensity of those interventions depending on a student's responsiveness. (NCRTI, 2010).

Daily Interventions are offered from Title I Interventionists 4 days a week for 30 minutes to identified students in grades 1-2.

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Research Cited: Cite Research

Tier: Tier 2

Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 identified students in grades 1-2 will receive 4 day a week of math tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of math strategies using manipulatives and technology to increase math skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$78000	Title I Part A	Classroom teachers identify students Interventionists provide supplemental services

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home math kits which will contain math activities and games as well as the various strategies which will help students to increase their basic facts fluency. Parents will also be encouraged to attend Parent Workshops. Parent math training will be offered several times throughout the year. \$2000 will be allocated to host a parent math event and will be used to purchase snacks and refreshments, make it and take it math materials, and day care.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title I Part A	Teachers, Building Administrators

Activity - Math Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schoolwide team will use the MDE evaluation tool to determine if the subgroup gaps are closing in the math content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	The Principals and Interventionists

Activity - Title 1 Boot Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This conference will provide building administrators with information on ESEA/NCLB Law - Regulations - Guidance. How to use the MAS/FPS Principal's ESEA/NCLB Resource CD and Title I Handbook. Registration: \$250 x 2 = \$ 500 Mileage: \$113 Meals: \$10 x 2 = \$20	Professional Learning	Tier 2	Getting Ready	10/01/2015	10/31/2015	\$633	Title II Part A	Building Administration

Goal 2: All students at GT Norman Elementary will be proficient in reading

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on grade level common core state standards in Reading by 06/30/2016 as measured by as state assigned tests.

Strategy 1:

Hattie's Top Ten Influences - Teachers will implement 3 of John Hattie's top 10 strategies to raise student achievement in reading.

1. Self Reporting - students will predict how they will perform on reading tasks.
2. Classroom Discussions - teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.
3. Formative Assessing - teachers are developing common formative assessments per grade level to be used to drive instruction as matched to student needs.

Formative assessing will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John (2009). Visible learning a synthesis of over 800 Meta-Analyses relating to achievement, New York, New York, Routledge.

Tier: Tier 1

Activity - Technology Integration Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools and receive coaching on effective technology integration of curriculum standards through classroom discussion. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Building Administrators, Superintendent, Technology Coach

Activity - Navigating Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This training will provide teachers with both the knowledge and ability to use effective scaffolding strategies to support all students, including diverse populations, in the regular classroom. Some of the strategies to be addressed specific to the demands of informational text include: text structure, text features, and academic vocabulary. Teachers in grade 3-5. Conference: \$84x8=\$692 Mileage: \$115x2=\$230 Food: \$10x8=\$80 Sub cost: \$84 x 8 = \$672	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$1682	Title II Part A	Teachers in grades 3-5 and building administrator

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Activity - Navigating Informational Text Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This training will provide teachers with both the knowledge and ability to use effective scaffolding strategies to support all students including diverse populations in the regular classroom. Some of the strategies to be addressed specific to the demands of informational text included.. text structure, text features, and academic vocabulary. This training is for First and Second grade teachers.</p> <p>Registration: $84 \times 5 = \\$420$ Mileage: $112 \times 2 \text{ cars} = \\224 Meals: $10 \times 5 \text{ staff} = \\50 Sub Costs: $84 \times 5 = \\$420$</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	03/31/2016	\$1114	Title II Part A	First and Second Grade Teachers, Building Administrators
Activity - MRA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Michigan Reading Association promotes literacy across Michigan. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices.</p> <p>9 staff members Registration: $9 \times \\$300 = \\2700 Lodging: $5 \times \\$180 \times 2 = \\1800 Mileage: $2 \times 201 \times 2 = \\804 Meals: $9 \times \\$50 = \\450 Parking: $2 \times \\$50 = \\100 Substitutes: $9 \times \\$90 = \\8100 Total Cost: \$12,154</p>	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	07/01/2015	06/30/2016	\$12154	Title II Part A	Administration, Staff
Activity - Summer Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Michigan Reading Association promotes literacy across Michigan. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices.</p> <p>9 staff members Registration: $9 \times \\$135 = \\1215 Lodging: $5 \times \\$150 \times 2 = \\1500 Mileage: $2 \times 170 \times 2 = \\680 Meals: $9 \times \\$50 = \\450 Parking: $2 \times \\$50 = \\100 Ferry Fee: $9 \times \\$50 = \\450 Total Cost: \$4400</p>	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1		06/01/2015	08/31/2016	\$4400	Title II Part A	Administration and staff

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Activity - Reading Now Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$4000	Title II Part A	Administration and Staff

Measurable Objective 2:

A 4% increase of Economically Disadvantaged students will demonstrate a proficiency on grade level common core state standards in Reading by 06/12/2015 as measured by state assigned tests.

Strategy 1:

Multi-Tiered System of Support - With RtI, schools identify students at risk of failing the state's content standards, monitor student progress, provide evidence-based interventions, and adjust the intensity of those interventions depending on a student's responsiveness. (NCRTI, 2010).

Daily Interventions are offered from Title 1 Interventionists 4 days a week for 30 minutes to identified students in grades 1-2.

Research Cited: NCRTI, 2010. <http://www.rti4success.org> Center on Response to Intervention at American Institutes for Research, Washington DC.

Tier: Tier 2

Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 identified students in grades K-5 will receive four day a week of literacy tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of literacy strategies using technology and fiction and non-fiction texts to increase literacy skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$287000	Title I Part A	Classroom teachers identify students, interventionists provide supplemental services.
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home-literacy kits which will contain literacy activities and games as well as the various strategies which will help students to increase their fluency. Parents will be encouraged to attend parent workshops. Parent literacy training will be offered throughout the year. \$2000 will be allocated to host a parent literacy event and will be used to purchase snacks and refreshments, make it and take it literacy, and daycare.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title I Part A	Teachers and Building Administrators
Activity - Reading Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the literacy content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	The Principals and Interventionists
Activity - Annual Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GT Norman Elementary staff will host an Annual Parent Title I meeting to share information with parents about the Title I intervention programs, how their students qualify for the additional support, and how they can support their child's learning at home. This is also a time for parents to share input with staff on their needs to support their child's learning at home. This will occur one evening after school in the first month of school. \$500 for materials for parents and refreshments.	Parent Involvement	Tier 2	Implement	09/01/2015	09/30/2015	\$500	Title I Part A	Building Administrators Title I Staff Classroom Teachers
Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Read Naturally Program to increase reading fluency. This will improve student reading across the curriculum. \$3000 for resources/materials and training.	Professional Learning	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$3000	Title II Part A	Interventionists and building administrators
Activity - RTI Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will learn to effectively analyze data to determine which students need further testing, use diagnostic screener data to pinpoint student deficits, learn how to place students in small groups by lowest skill deficit, discover and practice the necessary steps of an effective phonics lesson.</p> <p>Registration: \$99 x 10 = \$ 990 Mileage: 170 x .57 x 3 cars = \$290.70 Food: \$50 x 10 = \$500 x 2 = \$1000 Lodging: \$180 x 5 = \$900</p> <p>Title teachers, administrators and Title Paraprofessionals would attend this conference.</p>	Professional Learning	Tier 2	Getting Ready	12/01/2015	12/31/2015	\$3200	Title I Part A	Title teachers, Title Paraprofessionals, Administrators
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Goal 3: All students at G.T. Norman Elementary School will be proficient in writing.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency on grade level common core state standards in Writing by 06/30/2016 as measured by assigned state assessments.

Strategy 1:

Writing Workshop Approach - Teachers will implement 3 of John Hattie's top 10 strategies to raise student achievement in writing.

1. Self Reporting - students will predict how they will perform on writing tasks.
2. Classroom Discussions - teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.
3. Formative Assessing - teachers are developing common formative assessments per grade level to be used to drive instruction as matched to student needs.

Formative assessing will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John (2009). Visible learning a synthesis of over 800 Meta-Analyses relating to achievement, New York, New York, Routledge.

Tier: Tier 1

Activity - MAISA Writing Units Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will implement the MAISA concepts and activities into their writing instruction to facilitate classroom discussion on writing concepts. This will focus on the conceptual understanding of writing and writing integration. This training will be introduced to all staff in August of 2014 and staff will meet five times throughout the year for additional training. Substitute Teachers for 38 Teachers 4 times a year = \$84.00 x 4 x 38 = \$6000.00</p>	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$6000	Title I Part A	All classroom teachers and building administrators.

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Activity - Technology Integration Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to support higher order thinking skills through technology use, including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, building administrators, superintendent, technology coach
Activity - MAISA Annual Summer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in MAISA training in June for 2 days. Conference = \$300.00 x 7 Staff = \$2100.00 Mileage = \$113.00 x 2 Cars = \$226.00 Meals = \$60.00 per person x 7 staff = \$420.00 Lodging = \$180.00 x 4 rooms x 2 nights = \$1440.00	Professional Learning	Tier 1	Getting Ready	06/01/2016	08/31/2016	\$3786	Title I Part A	Building Administrator and Staff
Activity - School Improvement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will meet with a facilitator periodically throughout the 2015-2016 school year. The facilitator will provide training on the school improvement process.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$4000	Title II Part A	School Improvement Team and Building Administrators
Activity - Writing Across the Curriculum/ Art Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MAEA conference's aim is to provide educators with strategies, tools, and learning opportunities that will most impact their professional growth as an art educator and how to connect writing across the CCSS.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$3500	Title II Part A	Administration and Staff

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Measurable Objective 2:

A 13% increase of Economically Disadvantaged students will demonstrate a proficiency on grade level common core state standards in Writing by 04/30/2016 as measured by state assigned tests.

Strategy 1:

Multi-Tiered System of Support - With RtI, schools identify students at risk of failing the states content standards, monitor student progress, provide evidence-based interventions, and adjust the intensity of those interventions depending on a student's responsiveness. (NCRTI, 2010).

Research Cited: NCRTI, 2010. <http://www.rti4success.org>. Center on Response to Intervention at American Institutes for Research, Washington DC.

Tier: Tier 2

Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 identified students in grades K-5 will receive four day a week sessions using the MAISA Writing Units strategies. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of writing strategies using technology to increase writing skills.	Academic Support Program	Tier 2	Implement	06/01/2015	06/30/2016	\$33000	Title I Part A	GT Staff
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in their child's learning and education. Parents will also be encouraged to attend Parent Workshops. Parent training will be offered throughout the school year. \$2000 will be allocated to host a Parent Workshop and will be used to purchase snacks and refreshments, make it and take it activities, and day care.	Parent Involvement	Tier 2	Implement	07/01/2015	06/30/2016	\$2000	Title I Part A	GT Staff, Administration, and Superintendent
Activity - Writing Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the writing content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Principals and Interventionists
Activity - Phonics First Syllabication/SLD Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Interventionists will be trained on how to teach students to use syllabication techniques and apply them when writing. Training will be held at the Mecosta-Osceola ISD. 6 classroom teachers will attend the conference and training.	Professional Learning	Tier 2	Getting Ready	06/01/2015	06/30/2016	\$3750	Title II Part A	Classroom teachers, Interventionists, and Building Administrators

Goal 4: All students at G.T. Norman Elementary School will be proficient in science.

Measurable Objective 1:

A 22% increase of All Students will demonstrate a proficiency on grade level content expectations in Science by 06/30/2016 as measured by state assigned tests..

Strategy 1:

Systematic and Explicit Instruction - Teachers will implement 3 of John Hattie's top 10 strategies to raise student achievement in science.

1. Self Reporting - students will predict how they will perform on science tasks.
2. Classroom Discussions - teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.
3. Formative Assessing - teachers are developing common formative assessments per grade level to be used to drive instruction as matched to student needs.

Formative assessing will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John (2009). "Visible Learning a Synthesis of Over 800 Meta-Analyses Relating to Achievement," New York, New York, Routledge.

Tier: Tier 1

Activity - Reading Nonfiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use guided reading strategies in small groups using leveled text to strengthen student understanding of science. These strategies will be taught using the Readers Workshop Approach. Funds will be used to purchase leveled readers that will enhance vocabulary and concepts.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$5000	Title II Part A	GT Staff
Activity - Science Vocabulary Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement vocabulary journals using staff identified content vocabulary and classroom discussions will be facilitated by the teacher for student understanding. Staff will meet to create the grade level vocabulary list and scope and sequence for teaching them.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers & Building Administrators
Activity - Technology Integration Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through classroom discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Building Administrators, Superintendent, Technology Coach
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Activity - MSTA Science Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This conference will instruct teachers how to integrate and teach the State mandated science curriculum with current educational techniques and technology. 8 teachers will attend in grades K-5 and Interventionists. Registration: \$200 x 8 = \$1600 Mileage: \$86 x 2 = \$175 Meals: \$80 x 8 = \$640 Lodging: \$200 x 2 x 4 rooms = \$1600 Sub Cost: \$84 x 8 = \$672	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$5272	Title II Part A	Classroom teachers, Interventionists and Building Administrators

Activity - MEMSPA Annual State Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The conference is designed to offer two elementary administrators a broad range of current topics necessary for continued professional and administrative growth. Registration: \$280x2=\$560 Lodging: \$200x2x2 \$800 Mileage: \$170 Meals: \$90x2=\$180	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$1525	Title II Part A	Building Administrators

Measurable Objective 2:

A 24% increase of Economically Disadvantaged students will demonstrate a proficiency on grade level science content expectations in Science by 06/30/2016 as measured by state assigned tests.

Strategy 1:

Multi-Tiered System of Support - With RtI, schools identified schools at risk of failing the states content standards, monitor student progress, provide evidence based interventions, and adjust the intensity of those interventions depending on a students responsiveness.

Research Cited: NCRTI, 2010. <http://www.rti4success.org>. Center on Response to Intervention at American Institutes for Research, Washington DC.

Tier: Tier 2

Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title 1 identified students in grades K-5 will receive once a week science tutorials. Students will receive one on one on assistance, small group instruction, additional pre-teaching and teaching of science strategies using manipulatives and technology to increase science skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$35000	Title I Part A	Classroom Teachers identify students, Interventionists provide supplemental services
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home science kits which will contain science activities and games as well as the various strategies which will help students to increase their basic science skills. Parents will also be encouraged to attend Parent Workshops. Parent science training will be offered throughout the year. \$2000 will be allocated to host a parent science event and will be used to purchase snacks and refreshments, make it and take it science materials, and day care.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Title I Part A	GT Staff
Activity - Science Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the science content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	The Principals and Interventionists

Goal 5: All students at GT Norman Elementary School will be proficient in social studies.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on grade level content expectations in Social Studies by 06/30/2016 as measured by the state assigned assessments.

Strategy 1:

Hattie's Top Ten Influences - Teachers will implement 3 of John Hattie's top 10 strategies to raise student achievement in social studies.

1. Self Reporting - students will predict how they will perform on social studies tasks.
2. Classroom Discussions - teachers will introduce concepts and allow student discussion to help teach each other. The teacher can informally assess student learning.
3. Formative Assessing - teachers are developing common formative assessments per grade level to be used to drive instruction as matched to student needs.

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Formative assessing will occur three times a year for benchmark assessing with all students.

Research Cited: Hattie, John (2009). Visible learning a synthesis of over 800 Meta-Analyses relating to achievement, New York, New York, Routledge.

Tier: Tier 1

Activity - Technology Integration Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools and receive coaching on effective technology integration of curriculum standards through classroom discussion. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Building Administrators, Superintendent, Technology Coach

Activity - Doug Fisher Formative Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend the Formative Assessment in the Classroom Conference with Doug Fisher during the 2015-16 school year. Teachers will be trained and come back and provide on-going training to all staff members. Registration: \$100 x 6 = \$600 Mileage: \$113 x 2 = \$226 Meals: \$10 x 6 = \$60 Sub cost: \$84 x 6 = \$504	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$1390	Title II Part A	Classroom Staff and Building Administration

Activity - Reading Nonfiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use guided reading strategies to strengthen student understanding of science text. These strategies will be taught using the Readers Workshop Approach.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Title I Part A	GT Staff

Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on grade level content expectations in Social Studies by 06/30/2016 as measured by the state assigned assessments.

Strategy 1:

Multi-Tiered System of Support - With RtI, schools identify students at risk of failing the states content standards, monitor student progress, provide evidence based interventions, and adjust the intensity of those interventions depending on a students responsiveness. (NCRTI, 2010).

Research Cited: NCRTI, 2010. <http://www.rti4success.org>. Center on Response to Intervention at American Institutes for Research, Washington DC.

Tier: Tier 2

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Activity - Response to Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 identified students in grades K-5 will receive once a week social studies tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of social studies strategies using technology and non-fiction literature to increase social studies skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$35000	Title I Part A	Classroom teachers identify students, interventionists provide supplemental services
Activity - Social Studies Intervention Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schoolwide team will use the MDE Evaluation tool to determine if the sub-group gaps are closing in the social studies content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Principals and Interventionists
Activity - Understanding Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This conference will help staff understand how economic class affects behaviors, develop stronger relationships with youth, identify key strategies to meet the needs of learners, understand the hidden rules of economic classes and how they apply to our community, and use strategies that impact the achievement of students from poverty. 9 staff and administration will attend the conference.	Supplemental Materials, Professional Learning, Academic Support Program, Behavioral Support Program, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/01/2015	09/30/2015	\$2880	Title II Part A	Administration and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Evaluation	The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the literacy content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	The Principals and Interventionists
Technology Integration Training and Coaching	Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools and receive coaching on effective technology integration of curriculum standards through classroom discussion. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, Building Administrators, Superintendent, Technology Coach
Math Intervention Evaluation	The schoolwide team will use the MDE evaluation tool to determine if the subgroup gaps are closing in the math content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	The Principals and Interventionists
Technology Integration Training and Coaching	Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through classroom discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2016	\$0	Teachers, building administrators, superintendent, technology coach
Math Vocabulary Practice	Teachers will implement vocabulary journals using staff identified content vocabulary from Expressions and Common Core. Classroom discussions will be facilitated by the teacher for student understanding. Staff will meet to create the grade level math vocabulary lists and scope and sequence for teaching them.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, Building Administrators

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Technology Integration Training and Coaching	Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through classroom discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, Building Administrators, Superintendent, Technology Coach
Technology Integration Training and Coaching	Teachers will learn how to support higher order thinking skills through technology use, including computers, iPads, document cameras, and any new technology tools, and receive coaching on effective technology integration of curriculum standards through discussions. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, building administrators, superintendent, technology coach
Science Vocabulary Practice	Teachers will implement vocabulary journals using staff identified content vocabulary and classroom discussions will be facilitated by the teacher for student understanding. Staff will meet to create the grade level vocabulary list and scope and sequence for teaching them.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers & Building Administrators
FAME Coaching and Training	Building Administrator will be trained in FAME. This will take place during the summer and throughout the year.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	Building Administration
Social Studies Intervention Evaluation	The schoolwide team will use the MDE Evaluation tool to determine if the sub-group gaps are closing in the social studies content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	Principals and Interventionists
Science Intervention Evaluation	The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the science content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	The Principals and Interventionists
Fact Fluency	Teachers will instruct the students in the strategies that are associated with the basic facts. Students will engage in fact fluency activities twice a week for a minimum of 10 minutes.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, Building Administrators
Technology Integration Training and Coaching	Teachers will learn how to support higher order thinking skills through technology use including computers, iPads, document cameras, and any new technology tools and receive coaching on effective technology integration of curriculum standards through classroom discussion. Technology coaching will occur for staff on a monthly basis where 1 technology tip will be offered at staff meetings.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers, Building Administrators, Superintendent, Technology Coach

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Formative Assessment Conference	Staff members will attend the Formative Assessment in the Classroom Conference with Doug Fisher during the 2015-16 school year. Teachers will be trained and come back and provide on-going training to all staff members. Registration: \$200x9=\$1800 Mileage: 200x3 cars =\$600 Meals: \$80x9 staff = \$720 Lodging: \$200 x 2 nights x 5 rooms =\$2000 Staff would include Classroom teachers and Title Teachers.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	Teaching Staff, Building Administration
Writing Intervention Evaluation	The schoolwide team will use the MDE Evaluation Tool to determine if the sub-group gaps are closing in the writing content.	Policy and Process	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$0	Principals and Interventionists

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Annual Title I Parent Meeting	The GT Norman Elementary staff will host an Annual Parent Title I meeting to share information with parents about the Title I intervention programs, how their students qualify for the additional support, and how they can support their child's learning at home. This is also a time for parents to share input with staff on their needs to support their child's learning at home. This will occur one evening after school in the first month of school. \$500 for materials for parents and refreshments.	Parent Involvement	Tier 2	Implement	09/01/2015	09/30/2015	\$500	Building Administrators Title I Staff Classroom Teachers
Response to Intervention Model	Title 1 identified students in grades K-5 will receive four day a week of literacy tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of literacy strategies using technology and fiction and non-fiction texts to increase literacy skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$287000	Classroom teachers identify students, interventionists provide supplemental services.
Response to Intervention Model	Title 1 identified students in grades K-5 will receive four day a week sessions using the MAISA Writing Units strategies. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of writing strategies using technology to increase writing skills.	Academic Support Program	Tier 2	Implement	06/01/2015	06/30/2016	\$33000	GT Staff

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MAISA Writing Units Staff Training	Teachers will implement the MAISA concepts and activities into their writing instruction to facilitate classroom discussion on writing concepts. This will focus on the conceptual understanding of writing and writing integration. This training will be introduced to all staff in August of 2014 and staff will meet five times throughout the year for additional training. Substitute Teachers for 38 Teachers 4 times a year = $\$84.00 \times 4 \times 38 = \6000.00	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$6000	All classroom teachers and building administrators.
Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home science kits which will contain science activities and games as well as the various strategies which will help students to increase their basic science skills. Parents will also be encouraged to attend Parent Workshops. Parent science training will be offered throughout the year. \$2000 will be allocated to host a parent science event and will be used to purchase snacks and refreshments, make it and take it science materials, and day care.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	GT Staff
RTI Conference	Teachers will learn to effectively analyze data to determine which students need further testing, use diagnostic screener data to pinpoint student deficits, learn how to place students in small groups by lowest skill deficit, discover and practice the necessary steps of an effective phonics lesson. Registration: $\$99 \times 10 = \$ 990$ Mileage: $170 \times .57 \times 3 \text{ cars} = \290.70 Food: $\$50 \times 10 = \$500 \times 2 = \$1000$ Lodging: $\$180 \times 5 = \900 Title teachers, administrators and Title Paraprofessionals would attend this conference.	Professional Learning	Tier 2	Getting Ready	12/01/2015	12/31/2015	\$3200	Title teachers, Title Paraprofessionals, Administrators
Reading Nonfiction Text	Teachers will use guided reading strategies to strengthen student understanding of science text. These strategies will be taught using the Readers Workshop Approach.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$0	GT Staff
Response to Intervention Model	Title 1 identified students in grades K-5 will receive once a week science tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of science strategies using manipulatives and technology to increase science skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$35000	Classroom Teachers identify students, Interventionists provide supplemental services

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Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will also be encouraged to attend Parent Workshops. Parent training will be offered throughout the school year. \$2000 will be allocated to host a Parent Workshop and will be used to purchase snacks and refreshments, make it and take it activities, and day care.	Parent Involvement	Tier 2	Implement	07/01/2015	06/30/2016	\$2000	GT Staff, Administration, and Superintendent
Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home math kits which will contain math activities and games as well as the various strategies which will help students to increase their basic facts fluency. Parents will also be encouraged to attend Parent Workshops. Parent math training will be offered several times throughout the year. \$2000 will be allocated to host a parent math event and will be used to purchase snacks and refreshments, make it and take it math materials, and day care.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Teachers, Building Administrators
Response to Intervention Model	Title 1 identified students in grades 1-2 will receive 4 day a week of math tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of math strategies using manipulatives and technology to increase math skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$78000	Classroom teachers identify students Interventionists provide supplemental services
MAISA Annual Summer Conference	Staff will participate in MAISA training in June for 2 days. Conference = \$300.00 x 7 Staff = \$2100.00 Mileage = \$113.00 x 2 Cars = \$226.00 Meals = \$60.00 per person x 7 staff = \$420.00 Lodging = \$180.00 x 4 rooms x 2 nights = \$1440.00	Professional Learning	Tier 1	Getting Ready	06/01/2016	08/31/2016	\$3786	Building Administrator and Staff
Response to Intervention Model	Title 1 identified students in grades K-5 will receive once a week social studies tutorials. Students will receive one on one assistance, small group instruction, additional pre-teaching and teaching of social studies strategies using technology and non-fiction literature to increase social studies skills.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$35000	Classroom teachers identify students, interventionists provide supplemental services

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Parent Involvement	All parents will be invited to participate in their child's learning and education. Parents will be encouraged to complete home-literacy kits which will contain literacy activities and games as well as the various strategies which will help students to increase their fluency. Parents will be encouraged to attend parent workshops. Parent literacy training will be offered throughout the year. \$2000 will be allocated to host a parent literacy event and will be used to purchase snacks and refreshments, make it and take it literacy, and daycare.	Parent Involvement	Tier 1	Implement	07/01/2015	06/30/2016	\$2000	Teachers and Building Administrators
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
FAME	Teams will meet monthly to collaborate about best practices and implementation of formative assessment. This amount will cover the substitute cost for 2 teams of 8 members to meet 8 times during the year.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$9500	FAME team members and Building Administration
Read Naturally	Students will use the Read Naturally Program to increase reading fluency. This will improve student reading across the curriculum. \$3000 for resources/materials and training.	Professional Learning	Tier 2	Getting Ready	07/01/2015	06/30/2016	\$3000	Interventionists and building administrators
Understanding Poverty	This conference will help staff understand how economic class affects behaviors, develop stronger relationships with youth, identify key strategies to meet the needs of learners, understand the hidden rules of economic classes and how they apply to our community, and use strategies that impact the achievement of students from poverty. 9 staff and administration will attend the conference.	Supplemental Materials, Professional Learning, Academic Support Program, Behavioral Support Program, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/01/2015	09/30/2015	\$2880	Administration and Staff

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Doug Fisher Formative Assessment Training	Staff members will attend the Formative Assessment in the Classroom Conference with Doug Fisher during the 2015-16 school year. Teachers will be trained and come back and provide on-going training to all staff members. Registration: \$100 x 6 = \$600 Mileage: \$113 x 2 = \$226 Meals: \$10 x 6 = \$60 Sub cost: \$84 x 6 = \$504	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	\$1390	Classroom Staff and Building Administrators
Reading Nonfiction Text	Teachers will use guided reading strategies in small groups using leveled text to strengthen student understanding of science. These strategies will be taught using the Readers Workshop Approach. Funds will be used to purchase leveled readers that will enhance vocabulary and concepts.	Direct Instruction	Tier 1	Implement	07/01/2015	06/30/2016	\$5000	GT Staff
Phonics First Syllabication/SLD Read	Staff and Interventionists will be trained on how to teach students to use syllabication techniques and apply them when writing. Training will be held at the Mecosta-Osceola ISD. 6 classroom teachers will attend the conference and training.	Professional Learning	Tier 2	Getting Ready	06/01/2015	06/30/2016	\$3750	Classroom teachers, Interventionists, and Building Administrators
MEMSPA Annual State Conference	The conference is designed to offer two elementary administrators a broad range of current topics necessary for continued professional and administrative growth. Registration: \$280x2=\$560 Lodging: \$200x2x2 \$800 Mileage: \$170 Meals:\$90x2=\$180	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$1525	Building Administrators
School Improvement Professional Development	The School Improvement Team will meet with a facilitator periodically throughout the 2015-2016 school year. The facilitator will provide training on the school improvement process.	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$4000	School Improvement Team and Building Administrators

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Reading Now Network	School superintendents from 13 West Michigan counties have formed the Reading Now Network (RNN) – a collective effort of superintendents, school boards and school districts throughout West Michigan to improve early literacy and, ultimately, student achievement across all grade levels. A facilitator will provide professional development throughout the school year.	Direct Instruction, Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$4000	Administration and Staff
Title 1 Boot Camp	This conference will provide building administrators with information on ESEA/NCLB Law - Regulations - Guidance. How to use the MAS/FPS Principal's ESEA/NCLB Resource CD and Title I Handbook. Registration: \$250 x 2 = \$ 500 Mileage: \$113 Meals: \$10 x 2 = \$20	Professional Learning	Tier 2	Getting Ready	10/01/2015	10/31/2015	\$633	Building Administration
MRA Conference	Michigan Reading Association promotes literacy across Michigan. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. 9 staff members Registration: 9x\$300 = \$2700 Lodging: 5x \$180 x 2 = \$1800 Mileage: 2 x 201 x 2 = \$804 Meals: 9 x \$50 = \$450 Parking: 2 x \$50 = \$100 Substitutes: 9 x \$90 = \$ 8100 Total Cost: \$12,154	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	07/01/2015	06/30/2016	\$12154	Administration, Staff
MAS/ FPS Fall Directors Institute	2 building administrators attend the conference. These sessions will assist participants in gaining a clear understanding of roles and rules and regulations and an opportunity to work together to to create the most effective program for students. Registration 400 x 2 =800 Lodging: 200 x 2 x 2= 800 mileage= 85 meals= 90 x 2= 180	Professional Learning	Tier 1	Getting Ready	10/01/2015	10/31/2015	\$1865	Building Administrators

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MCTM Conference	MCTM conference in July 2016 - Math conference for Michigan math teachers. Registration: $200 \times 9 = \$1800$ Mileage: $200 \times 3 \text{ cars} = \600 Meals: $\$80 \times 9 \text{ staff} = \720 Lodging: $\$200 \times 2 \text{ nights} \times 5 \text{ rooms} = \2000 Staff would include Classroom teachers and Title Teachers.	Professional Learning	Tier 1	Implement	07/01/2016	07/31/2016	\$5120	Teaching staff and building administration
Writing Across the Curriculum/ Art Conference	The MAEA conference's aim is to provide educators with strategies, tools, and learning opportunities that will most impact their professional growth as an art educator and how to connect writing across the CCSS.	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$3500	Administration and Staff
Family Math	All parents and students will be invited to participate in their child's education and learning through hands-on math. This activity happens 5 times per year at Family Nights. \$2000 will be allocated to host this activity and will be used to purchase make it - take it materials.	Parent Involvement, Community Engagement, Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$2000	Teachers, Title 1 Staff, and Building Administrators
Navigating Informational Text	This training will provide teachers with both the knowledge and ability to use effective scaffolding strategies to support all students, including diverse populations, in the regular classroom. Some of the strategies to be addressed specific to the demands of informational text include: text structure, text features, and academic vocabulary. Teachers in grade 3-5. Conference: $\$84 \times 8 = \692 Mileage: $\$115 \times 2 = \230 Food: $\$10 \times 8 = \80 Sub cost: $\$84 \times 8 = \672	Professional Learning	Tier 1	Getting Ready	09/01/2015	05/31/2016	\$1682	Teachers in grades 3-5 and building administrator

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MSTA Science Conference	<p>This conference will instruct teachers how to integrate and teach the State mandated science curriculum with current educational techniques and technology. 8 teachers will attend in grades K-5 and Interventionists. Registration: $\\$200 \times 8 = \\1600 Mileage: $\\$86 \times 2 = \\175 Meals: $\\$80 \times 8 = \\640 Lodging: $\\$200 \times 2 \times 4 \text{ rooms} = \\1600 Sub Cost: $\\$84 \times 8 = \\672</p>	Professional Learning	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$5272	Classroom teachers, Interventionists and Building Administrators
Navigating Informational Text Professional Development	<p>This training will provide teachers with both the knowledge and ability to use effective scaffolding strategies to support all students including diverse populations in the regular classroom. Some of the strategies to be addressed specific to the demands of informational text included.. text structure, text features, and academic vocabulary. This training is for First and Second grade teachers. Registration: $\\$84 \times 5 = \\420 Mileage: $112 \times 2 \text{ cars} = \\224 Meals: $\\$10 \times 5 \text{ staff} = \\50 Sub Costs: $\\$84 \times 5 = \\420</p>	Professional Learning	Tier 1	Getting Ready	09/01/2015	03/31/2016	\$1114	First and Second Grade Teachers, Building Administrators
Summer Literacy Conference	<p>Michigan Reading Association promotes literacy across Michigan. The MRA conference has inspirational speakers, educators, authors and special events that connect literacy across the curriculum and provides best practices. 9 staff members Registration: $9 \times \\$135 = \\1215 Lodging: $5 \times \\$150 \times 2 = \\1500 Mileage: $2 \times 170 \times 2 = \\680 Meals: $9 \times \\$50 = \\450 Parking: $2 \times \\$50 = \\100 Ferry Fee: $9 \times \\$50 = \\450 Total Cost: \$4400</p>	Professional Learning, Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1		06/01/2015	08/31/2016	\$4400	Administration and staff