



# **School Improvement Plan**

**Elms Road Elementary School**

**Swartz Creek Community Schools**

Dave Simonsen  
3259 SOUTH ELMS RD  
SWARTZ CREEK, MI 48473-7928

# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction .....	6
Component 1: Comprehensive Needs Assessment .....	7
Component 2: Schoolwide Reform Strategies .....	8
Component 3: Instruction by Highly Qualified Staff .....	10
Component 4: Strategies to Attract Highly Qualified Teachers .....	11
Component 5: High Quality and Ongoing Professional Development .....	12
Component 6: Strategies to Increase Parental Involvement .....	13
Component 7: Preschool Transition Strategies .....	15
Component 8: Teacher Participation in Making Assessment Decisions .....	16
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards .....	17
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	18
Evaluation: .....	20

## 19-20 Goals and Plans

Overview .....	22
Goals Summary .....	23
Goal 1: All students at Elms Road Elementary will become proficient readers.....	24
Goal 2: All students at Elms Road Elementary will be proficient in mathematics .....	26
Goal 3: All students at Elms Road will become proficient writers.....	28
Goal 4: All students will demonstrate good citizenship.....	28
Goal 5: Increase Parent Involvement .....	30
Activity Summary by Funding Source.....	32

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

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

Our MTSS process includes the regular review of local data such as STAR math, STAR reading, DIBELS and DRA. Using this data, we decide where our greatest needs exist. Our instructional leadership team meets regularly and our different grade levels participate in data meetings three times per year. During these data meetings which include the principal, the instructional coach, and support staff, the team reviews progress and allocate resources to achieve school improvement goals. The needs identified represent the views of many stakeholders starting at the District Leadership level and moving down to our specific building and various grade levels.

### **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?**

Our fall 2018 data continued to indicate the need for stronger instruction in phonemic awareness and phonics at our K-2 levels. Needs in math revolved around the need for addition and subtraction fluency as well as basic fraction concepts for K-2. Grades 3-5 showed the need to focus on fractions/decimals and multiplication and division fluency.

Behaviorally, we noticed that our discipline referral numbers were on the rise this year. Though we have implemented our use of the focus room to draw those numbers down, our work with Trauma Informed Care continues to expand. We have need of training in trauma informed care and restorative practices.

### **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.**

All goals are created based on need as defined by academic, behavioral, and perception data from multiple sources. The School Improvement Team reviews the needs assessment and begins the problem-solving process. Once goals are developed and approved, resources are allocated toward attainment of goals.

### **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 Multi-Tiered System of Supports identifies all students on a continuum. Students are grouped for intervention based on need with targeted instruction for each child based on their specific need. Our Student Success Coordinator and our Instructional Coach both assist with identification of students with needs as well as provide services.

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

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

We've renewed our focus on Early Elementary Literacy and have invested in training and curriculum to bolster our efforts across grade levels. The purchase of Reading Wonders and Heggerty Phonemic Awareness training for all of our early elementary teachers started that focus this year. We will continue our focus on these efforts into next year.

Access to online tools and digital resources will also play a major role in meeting needs where they exist. Starting next year, teachers will have online tools for our math Expressions curriculum as well as our Reading wonders program. Each of those curriculums has an online application that will be used by teachers in the classroom for differentiation and remediation. The apps can also be used at home. We also purchased Moby Max, Flocabulary, and Mystery Science Licenses for the building which will give teachers and students access to content and diagnostic tools at their specific level.

Additional technology resources have been purchased for student use so that digital content can be accessed more regularly by more classes throughout each school day.

### **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).**

Teachers have been trained and evaluated using the 5 Dimensions of Teaching and Learning. Through this tool, our staff has focused primarily on student engagement strategies and routines that will increase student contact time with important concepts.

MTSS allows for 90 minutes of literacy instruction. Students at tier 2 get a 30-minute prescriptive intervention time. Struggling students get an additional 30 minutes of intensive instruction with a specialist.

Our behavior goal and strategies decrease the amount of instructional time lost on addressing misbehavior. The SWIS tool allows us to monitor frequency, offense, offender, and location, and plan accordingly. Technology strategies allow for increased engagement and individualization of instruction.

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

Our MTSS allows us to remain flexible in our service to students with varying needs. Along with this, our instructional coach works closely with teachers and support staff to provide timely guidance for both curricular and behavioral supports. The coach also manages the first line of data analysis and assists other staff members in using data to address the needs of learners.

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

The use of the 5 Dimensions of teaching instructional framework has allowed us to push more interventions back into Tier I of teaching. Our MTSS-Multi-tiered Systems of Support is designed to provide intervention for students who need individualized and intensive instructional support. So far, we have focused this leveled intervention specifically in reading but we also target some groups in Math interventions as well.

Students with the most significant challenges are paired with classroom teachers during Tier 3 intervention time to get the highest quality of intervention.

To support our Behavior System, we have implemented a focus room which has given us capacity to run small groups such as friendship groups and restorative circles when needed. This also provides an appropriate outlet for students in disregulation. The use of this room continues to expand and adjust to the needs of the students and staff, however, the primary goal is to create an optimal learning environment with limited disruptions and distractions.

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

We have three data meetings per year, and one grade level meeting per month, to determine the effectiveness of interventions and to reallocate resources where/when needed. Progress monitoring assessment data determine the effectiveness of an intervention.

### 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		

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		

## Component 4: Strategies to Attract Highly Qualified Teachers

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

We did not have any teachers retire this year, however, we did have two teachers leave our building due to staffing shifts. We replaced one of the open spots with a teacher from another building. We then shifted a displaced teacher down into the remaining open spot.

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

The majority of our staff will have more than a decade in education for the coming school year. We've done some slight reorganizing to address class sizes at various levels. Most of the staff are seasoned veterans who also take on leadership roles and enjoy extra events put on at the school. Our building coach has been in her position for several years.

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

Competitive wage and benefit package. Swartz Creek Schools are a destination, not a stepping stone.

We offer mentoring and new teacher training. Grade level teams are established with common planning time.

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

Competitive wage and benefit package. We offer mentoring and new teacher training. Grade level teams are established with common planning time.

### 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?

N/A

## 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 staff will receive regular training and PLC time to work with their units in the Wonders Curriculum as well as the Heggerty Materials for phonics as appropriate to their placements. We've also purchased Phonics Skill Bags through Benchmark. The instructional Coach will provide training for staff members needing to implement these items as a part of their program.

For Math interventions, the teachers are provided training in the math curriculum. They are also given Moby Max class accounts which allow them to gain insight into individual student mastery on specific standards to better address their needs.

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

Our new teacher contract has built professional development time into the work day. Teachers will be given time to meet as a building and as grade level teams regularly. Using the 5D rubric, we will center professional learning around our building goals. Topics will be scheduled ahead of time.

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

## Component 6: Strategies to Increase Parental Involvement

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

We have parent representation on our school improvement (lighthouse) team. We also take surveys and receive direct input from our Parent Teacher Association.

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

Representation on the school improvement team, PTA involvement, Family involvement, and our Three for Me Volunteer Program which helps parents find ways to commit specific time in specific ways to the school.

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

Our parent representative in our School Improvement team has a voice into what we do and how we do it. We are careful to take feedback from the parent rep and make sure that we address it appropriately.

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		

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

We host between 10-15 evening family events to encourage families to participate in the programs and build a network of support.

The Three for Me Volunteer Program encourages families to volunteer at least 3 hours in the building. Recognition is given for every 3 hours.

Parent Teacher Conferences allow parents and teachers to discuss progress and learn more about school initiatives and we regularly have better than 85% parent involvement in parent-teacher conferences.

## School Improvement Plan

Elms Road Elementary School

---

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

We have our parents sign in each time they volunteer in the building. This gives us a very accurate idea of how often we have parent volunteers in the building. Along with this, we keep our attendance tracking data for parent teacher conferences. We also have sign-in forms for each of our family events to track how well attended they are. Surveys are another way we can understand our level of involvement.

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

We know that if families are involved and supportive, it will positively impact student achievement. There is a direct correlation between student achievement and family involvement.

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

The School Improvement team updates it in the early fall and prepares it for use in each class.

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

Parents, teachers, and students are asked to read and sign at the beginning of the year. The Compact is reviewed during conferences and referenced throughout the year.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		parent-teacher-student compact 2019-20

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

Letters are sent to parents describing their MTSS tier when receiving intervention. Progress is explained during conferences without using educational jargon. Report cards are standards-based and easier to use.

## **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?**

We provide invitations to families at our End-of-year events where they can bring their "soon-to-be" students in to see the activities. We also have a district sponsored Kindergarten Round-up where parents can learn about each school, meet with the principals and ask questions. Feedback is solicited at this event. We also send out communication to incoming families to keep them apprised of requirements and timelines as the new school year approaches.

### **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?**

As a part of our early-childhood programs, we provide feedback to parents about their child's development both in behavior and academics. Along with that, parents whose children are not in one of our early childhood programs are invited to our Kindergarten round-up events where we present on all the facets of their child's developmental progress and needs. Parents leave this event with a packet of information recapping our presentation. They also receive activities they can do with their child to check their readiness based on our presentation and are given some tools to help prepare their child better for both the behavioral and academic side of starting school.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Teachers are represented by their position on the School Improvement team. Since our school-based assessments are used as formative data in our MTSS process, teachers have regular input into the progress of each student they have in their care. We also make adjustments based on their feedback at staff meetings and other professional development activities throughout the district.

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

Our MTSS process requires at least 3 data meetings each year where teachers use their DRA, DIBELS and STAR assessment data to develop instructional plans for their students. Along with this mechanism, we use our monthly grade level meetings to make data-driven decisions on curriculum work specifically in Literacy and Math instruction. Teacher input based on formative assessments drive the work we do at these meetings.

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

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

During data meetings, teachers use STAR, DIBELS, and DRA data to make an informed decision about providing more intensive intervention to students struggling to attain grade level standards. Our instructional coach assists teachers in breaking down reports and disseminating areas of need. Teachers also use Moby Max, Xtra Math, and Reading A-Z as diagnostic tools not only to establish appropriate levels of instruction but also to target their interventions.

### **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?**

Through MTSS and the data meeting process. Students are leveled in Tiers and are given appropriate interventions in small groups daily either through pull-out or push-in instruction. If it becomes apparent that they are not at the correct level, they are moved as needed. Teachers also address student needs in their Tier 1 instructional groupings and activities.

Teachers can also bring specific concerns to our Student Assistance Team as they are realized. Through our Student assistance Team Process, concerns are addressed. The SAT consists of our special education team, the principal and our instructional coach. The team meets as needed to discuss specific students.

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

Our district has implemented an expectation that teachers use the workshop model in both math and reading. Most teachers also use workshop for writing as well. With that expectation, teachers use various activities to target specific skills. Using flexible groupings and changing them as needs are identified, the teachers are able to have ability leveled groups at some points in the day as well as interest leveled groups at other points in their lessons. Teachers are asked to keep detailed records of their formative assessments during these times so they are better able to make data-driven adjustments to their instruction, thereby meeting individual student needs.

## **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.**

Local:

- GISD Healthy Schools initiative: supports proper eating
- Old Newsboys: Supports clothing needs
- Attendance Interventions - teachers and building administration monitor student attendance and intervene when problems arise.
- Implementation of Positive Behavior Support throughout the school using our CREEK code and the principles of the Positivity Project.
- Positivity Project - Staff trained in the principles work with students daily to help them understand that "other people matter"

State/Federal:

- Michigan Model for Comprehensive Health Program provides all students with lessons on health, nutrition and safety.
- 31a At-Risk, Title I, Title II Grants support a number of our interventions and staff salaries, professional developments, and ELL services.

**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.**

Through our school improvement team, led by the Principal and the instructional coach, a system of checks and balances will be used to ensure implementation of the required school-wide components.

Title I: Supports all students academically with Tier I and Tier II interventions using an MTSS model.

Title I Schoolwide Planning: Supports the staff in the design and implementation of Title I programs.

Title IIA Teacher Training: provides staff training.

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

Our behavior coach is funded through Title I. He assists the principal with delivering anti-bullying curriculum and conflict resolution strategies to teachers and students. Due to the large percentage of impoverished families, the school takes advantage of government free & reduced lunch program.

## School Improvement Plan

Elms Road Elementary School

---

The Nutrition department strictly adheres to nutrition standards. We run a backpack food program to ensure students in need have food over the weekend. Title I dollars are used to enhance the classroom environment and instructional practice. The District Homeless Liaison works closely with Principals to ensure homeless families receive adequate services. The Social Worker, Police Liaison Officer, Principal, and Behavior Coach use violence prevention programs as necessary to ensure a safe and orderly learning environment. By meeting the needs of families through our Nutrition Program and Head Start Program, students can better focus energy on learning. Our Instructional Coach works with teachers to gather and analyze academic data as well as support teachers in implementing best practices in instructional delivery.

## **Evaluation:**

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

Elms Road Elementary evaluates the implementation of the schoolwide program at our monthly school improvement meetings. We also use our tri-yearly data meetings as staff members review student achievement and the needs of students who are underachieving. Evaluation of implementation also occurs during the completion of the Comprehensive Needs Assessment.

### **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.**

Using data from [www.mischooldata.org](http://www.mischooldata.org), we evaluate student achievement. We compare scores by reviewing the trend reports to see if our schoolwide program is helping to raise student proficiency on the State of Michigan's assessments. We also evaluate common assessments used at the district level to analyze trends in achievement to see if our students have made improvement because of our schoolwide program. This is done at staff meetings and also at school Improvement meetings. In addition, we review results from parent surveys in order to assess their level of satisfaction with their Child's academic progress.

### **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.**

Effectiveness is determined by growth trends as measured by screeners and progress-monitoring of students in tiers 2 & 3 as well as students at benchmark. Assessment data and behavior data are used as a benchmark for school improvement success. School Improvement Team regularly assesses our level of implementation with MTSS

### **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 Principal, Instructional Coach and the School Improvement Team review and develop the plan as a living, ongoing document. Effort is made to determine root cause of deficiency and allocate resources in a way that addresses the root cause.

# 19-20 Goals and Plans

## Overview

### Plan Name

19-20 Goals and Plans

### 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 Elms Road Elementary will become proficient readers.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
2	All students at Elms Road Elementary will be proficient in mathematics	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$7400
3	All students at Elms Road will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students will demonstrate good citizenship.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$6800
5	Increase Parent Involvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$300

## Goal 1: All students at Elms Road Elementary will become proficient readers.

### Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of SGP 35 or greater in Reading by 05/29/2020 as measured by STAR Standardized Reading Assessment.

### (shared) Strategy 1:

Explicit Instruction - Students will receive instruction that is systemic, direct, and engaging. Instruction includes modeling, guided practice, independent practice with formative and summative assessments. Student instructional level will be determined using DRA. Students will receive instruction based on instructional level. Easier skills will be taught before more difficult skills and high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites before teaching the skill/standard.

Category: English/Language Arts

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes

Tier: Tier 1

Activity - Fidelity of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of explicit instruction through principal walk-through, lesson plans, and program fidelity checks.	Walkthrough	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal DIS

### (shared) Strategy 2:

MTSS - Students who are not making adequate progress toward benchmark goals will receive additional support through the district 90-30-30 model. Students on tier 2 will be progress-monitored bi-weekly to determine response to instruction. Data will be reviewed to determine movement on instructional tiers.

Category: English/Language Arts

Research Cited: <http://www.rtinetwork.org/learn/research>

Tier: Tier 2

Activity - Fidelity of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 2 and Tier 3 interventions through walk through and program fidelity checks.	Walkthrough	Tier 2	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal DIS

### (shared) Strategy 3:

Tier 3 Instruction - Staff will evaluate and analyze common grade level assessments to determine which students require intensive intervention at tier 3.

**School Improvement Plan**

Elms Road Elementary School

Category: English/Language Arts

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes

Tier: Tier 3

Activity - Intensive Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in intensive small group (3:1) instruction with intervention specialists four times per week using individualized plan. Teachers will also provide extra Tier 3 support through flexible small groups within their daily workshop time as needed.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	Title I Part A	DIS Teachers Paraprofessionals

Activity - LLI Training & Heggerty Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and intervention teachers will be trained using the LLI System and Heggerty's Phonemic Awareness materials.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	Title I Part A	Instructional Coach & Principal

**Measurable Objective 2:**

90% of Bottom 30% students will demonstrate a proficiency of SGP of 35 or greater in Reading by 05/29/2020 as measured by STAR Reading Assessment..

**(shared) Strategy 1:**

Explicit Instruction - Students will receive instruction that is systemic, direct, and engaging. Instruction includes modeling, guided practice, independent practice with formative and summative assessments. Student instructional level will be determined using DRA. Students will receive instruction based on instructional level. Easier skills will be taught before more difficult skills and high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites before teaching the skill/standard.

Category: English/Language Arts

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes

Tier: Tier 1

Activity - Fidelity of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of explicit instruction through principal walk-through, lesson plans, and program fidelity checks.	Walkthrough	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal DIS

**(shared) Strategy 2:**

MTSS - Students who are not making adequate progress toward benchmark goals will receive additional support through the district 90-30-30 model. Students on tier 2 will be progress-monitored bi-weekly to determine response to instruction. Data will be reviewed to determine movement on instructional tiers.

## School Improvement Plan

Elms Road Elementary School

Category: English/Language Arts

Research Cited: <http://www.rtinetwork.org/learn/research>

Tier: Tier 2

Activity - Fidelity of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 2 and Tier 3 interventions through walk through and program fidelity checks.	Walkthrough	Tier 2	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal DIS

### (shared) Strategy 3:

Tier 3 Instruction - Staff will evaluate and analyze common grade level assessments to determine which students require intensive intervention at tier 3.

Category: English/Language Arts

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes

Tier: Tier 3

Activity - Intensive Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in intensive small group (3:1) instruction with intervention specialists four times per week using individualized plan. Teachers will also provide extra Tier 3 support through flexible small groups within their daily workshop time as needed.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	Title I Part A	DIS Teachers Paraprofessionals

Activity - LLI Training & Heggerty Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals and intervention teachers will be trained using the LLI System and Heggerty's Phonemic Awareness materials.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	Title I Part A	Instructional Coach & Principal

## Goal 2: All students at Elms Road Elementary will be proficient in mathematics

### Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of SGP of 35 or greater in Mathematics by 05/29/2020 as measured by STAR Math and Common Assessments.

## School Improvement Plan

Elms Road Elementary School

### Strategy 1:

Math Screener - Students will be assessed and progress-monitored using the STAR Math Screener. The data will drive instruction and allow for ability grouping within the classroom.

Category: Mathematics

Research Cited: [http://www.doe.virginia.gov/school\\_finance/procurement/student\\_growth\\_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf](http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/renaissance/5,%20The%20Foundation%20of%20STAR.pdf)

Tier: Tier 1

Activity - STAR Math Screener & diagnostic tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase the STAR Screener to gather evidence of student performance in math. Teachers will use STAR Math data to monitor student growth and plan for instruction.	Academic Support Program	Tier 1	Implement	09/02/2019	05/29/2020	\$2500	General Fund	Teachers DIS Principal
Activity - Specific grade level instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on Grade Level Need: K-2 Addition/Subtraction Fluency; Grade 3 Fractions & Properties of 2D/3D shapes; Grade 4 Decimals/Fractions; Grade 5 Whole Number Division. Staff will use the Math Expressions curriculum along with Moby Max software to provide instruction and practice in areas of need.	Academic Support Program	Tier 1	Monitor	09/02/2019	05/29/2020	\$1700	General Fund	Teachers Principal DIS

### Strategy 2:

Reflex Math - Teachers will pilot this program this year to assist students in gaining Automaticity in basic math facts appropriate to their grade level. Using chromebooks/ipads available in the classroom, teachers will set up student accounts and provide students regular sessions in the program. Using the diagnostics available, teachers will progress monitor students and provide feedback to families regarding student's math fact fluency progress.

The principal will monitor the implementation of the program school wide and work with the MTSS Team and Building Leadership Team to adjust implementation where needed.

Category: Mathematics

Research Cited: Baker, Austin T. and Cuevas, Josh (2018) "The Importance of Automaticity Development in Mathematics," Georgia Educational

Researcher: Vol. 14 : Iss. 2 , Article 2.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webinar with Reflex Coordinator to learn about setting up and using the program with a class	Professional Learning	Tier 1	Getting Ready	09/09/2019	09/13/2019	\$0	No Funding Required	Principal, Teachers

## School Improvement Plan

Elms Road Elementary School

Activity - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Building leadership team will monitor and evaluate the progress made by students toward math fact fluency using the Reflex program. Comparisons will be drawn using data available from teachers' use of other programs in previous years as well as general observations/experience over time.	Evaluation	Tier 1	Evaluate	09/16/2019	12/13/2019	\$0	No Funding Required	Principal, Building Leadership Team
Activity - Purchase Reflex	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If Reflex is found to be successful in the trial period, we will purchase a school-wide license to finish out the year	Supplemental Materials	Tier 1	Implement	12/13/2019	12/13/2019	\$3200	General Fund	Principal, Building Leadership Team

### Goal 3: All students at Elms Road will become proficient writers.

#### Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing process in English Language Arts by 05/29/2020 as measured by writing rubrics.

#### Strategy 1:

Reading Wonders Units - Teachers will use Wonders Curriculum units to provide direct instruction to students on a daily basis. Students will be provided with time to practice writing and will be given feedback from the teacher and peers regarding their work.

Category: English/Language Arts

Research Cited: <http://readingandwritingproject.com/resources/common-core-standards/units-of-study-and-the-ccs.html>

Tier: Tier 1

Activity - Teacher Training on Wonders Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will provide teacher training on writing curriculum contained in the Reading Wonders materials. Also, Principal will provide collaborative time by grade level directed at coordinating and aligning writing instruction.	Direct Instruction	Tier 1	Monitor	10/02/2019	06/05/2020	\$0	No Funding Required	Teachers Principal Instructional Coach

## Goal 4: All students will demonstrate good citizenship.

### Measurable Objective 1:

collaborate to decrease office behavior referrals (Majors) by 10% by 06/12/2020 as measured by SWIS.

### Strategy 1:

PBiS - Staff will create PBiS videos to show during first week. SSC and phys ed teacher will explain CREEK expectations. SSC will work with Principal and Teachers to develop and implement behavior plans as necessary and appropriate.

Category: School Culture

Research Cited: [http://ea.niusileadscape.org/docs/FINAL\\_PRODUCTS/LearningCarousel/SchoolWidePBS08.pdf](http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/SchoolWidePBS08.pdf)

Tier: Tier 1

Activity - Classroom Expectations and Visitations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Displayed CREEK expectations in every classroom and Common Area. Classroom visits by Behavior Coach explaining Stop, Talk, Walk Procedure.	Behavioral Support Program	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal, Teachers, Behavior Coach, Staff
Activity - SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect data on office behavior referrals. Including majors/minors/time/infraction type/referred by whom/number by student - along with national norm data. Principal, Behavior Coach, and MTSS Team will use data to develop school-wide PBiS strategies and individualized behavior plans.	Behavioral Support Program	Tier 1	Evaluate	09/02/2019	06/05/2020	\$300	General Fund	Principal Teachers Behavior Coach Social Worker MTSS Team
Activity - Assembly Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To bring the learning to life, promote attainment of SI goals, and increase the engagement level of students, funds will be used to provide top-quality assembly presentations for students in math, reading, writing, science, and character development.	Behavioral Support Program	Tier 1	Implement	09/02/2019	06/05/2020	\$1000	General Fund	Principal Instructional Specialist

## School Improvement Plan

Elms Road Elementary School

Activity - Positivity Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Positivity Project by attending the summer training and also whole staff training in September. Teachers will teach the concepts of the Positivity Project daily. All staff will become familiar with the principles and the slogan "Other People Matter"	Behavioral Support Program	Tier 1		06/27/2019	06/05/2020	\$1500	General Fund	Principal Teachers Instructional Coach

### Strategy 2:

After School Enrichment Clubs - Research suggests that 80% of behavior issues are really academic issues. In an effort to ensure that all students have access to an adult role-model to increase opportunity for skill development and enrichment, and to provide opportunities for club participation for our economically disadvantaged students, we will offer after school experiences in the form of Enrichment Clubs which will be led by staff and parents. Clubs include Chess Club, Archery Club, Writer's Workshop, Sports Club, Fitness Club, Genius Hour Club, Culinary Club, Arts & Crafts Club, & Tech Club.

Category: Learning Support Systems

Research Cited: <https://societycentral.ac.uk/2015/03/24/after-school-clubs-attainment-gap/>

<http://www.theguardian.com/education/2016/apr/20/after-school-clubs-can-improve-poorer-childrens-education>

Tier: Tier 2

Activity - After School Enrichment Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide After School Enrichment Clubs such as Arts & Crafts Club, Tech Club, Genius Hour Club, Writer's Workshop Club, Sports Club, Fitness Club, Chess Club, Basketball Club, Culinary Club, etc.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	10/07/2019	05/08/2020	\$4000	General Fund	Principal Staff Behavior Coach Parents

## Goal 5: Increase Parent Involvement

### Measurable Objective 1:

collaborate to increase parent participation through volunteering and community/family events by 06/05/2020 as measured by number of logged hours and parent sign-in.

### Strategy 1:

Three For Me Volunteer Program - Parents will be asked to volunteer a minimum of three hours in the school. Hours will be logged and a visual placed in the hall to recognize volunteer contributions.

Category: School Culture

Research Cited: <http://eric.ed.gov/?id=ED315199>

**School Improvement Plan**

Elms Road Elementary School

Tier: Tier 1

Activity - Three For Me Volunteer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be asked to commit to 3 hours of volunteer time. Hours will be logged and a visual placed in the hallway to recognize contribution.	Parent Involvement	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	PTA Principal Teachers
Activity - Family Fun Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities and meals will be provided during various family night events in order to promote engagement and involvement. Family Nights include AR Reading Nights, Fall Fest, Science Night, Math Night, Movie Night, Bedtime Story Night, Game Night, Painting Night, Festival of Learning, Valentine Dance	Parent Involvement	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	No Funding Required	Principal PTA Teachers Instructional Coach
Activity - Watch D.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of 3 For Me, we will continue with the Watch D.O.G.S. program. This program encourages father's to spend a day volunteering/mentoring students.	Academic Support Program, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/05/2020	\$300	General Fund	Behavior Coach Principal Teachers

## 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
Family Fun Nights	Activities and meals will be provided during various family night events in order to promote engagement and involvement. Family Nights include AR Reading Nights, Fall Fest, Science Night, Math Night, Movie Night, Bedtime Story Night, Game Night, Painting Night, Festival of Learning, Valentine Dance	Parent Involvement	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	Principal PTA Teachers Instructional Coach
Fidelity of Implementation	Monitor the implementation of explicit instruction through principal walk-through, lesson plans, and program fidelity checks.	Walkthrough	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	Principal DIS
Classroom Expectations and Visitations	Displayed CREEK expectations in every classroom and Common Area. Classroom visits by Behavior Coach explaining Stop, Talk, Walk Procedure.	Behavioral Support Program	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	Principal, Teachers, Behavior Coach, Staff
Fidelity of Implementation	Monitor the implementation of Tier 2 and Tier 3 interventions through walk through and program fidelity checks.	Walkthrough	Tier 2	Monitor	09/02/2019	06/05/2020	\$0	Principal DIS
Teacher Training on Wonders Curriculum	Instructional Coach will provide teacher training on writing curriculum contained in the Reading Wonders materials. Also, Principal will provide collaborative time by grade level directed at coordinating and aligning writing instruction.	Direct Instruction	Tier 1	Monitor	10/02/2019	06/05/2020	\$0	Teachers Principal Instructional Coach
Evaluate	Principal and Building leadership team will monitor and evaluate the progress made by students toward math fact fluency using the Reflex program. Comparisons will be drawn using data available from teachers' use of other programs in previous years as well as general observations/experience over time.	Evaluation	Tier 1	Evaluate	09/16/2019	12/13/2019	\$0	Principal, Building Leadership Team
Professional Development	Webinar with Reflex Coordinator to learn about setting up and using the program with a class	Professional Learning	Tier 1	Getting Ready	09/09/2019	09/13/2019	\$0	Principal, Teachers
Three For Me Volunteer Program	Parents will be asked to commit to 3 hours of volunteer time. Hours will be logged and a visual placed in the hallway to recognize contribution.	Parent Involvement	Tier 1	Monitor	09/02/2019	06/05/2020	\$0	PTA President Principal Teachers

## School Improvement Plan

Elms Road Elementary School

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assembly Program	To bring the learning to life, promote attainment of SI goals, and increase the engagement level of students, funds will be used to provide top-quality assembly presentations for students in math, reading, writing, science, and character development.	Behavioral Support Program	Tier 1	Implement	09/02/2019	06/05/2020	\$1000	Principal Instructional Specialist
Specific grade level instruction	Focus on Grade Level Need: K-2 Addition/Subtraction Fluency; Grade 3 Fractions & Properties of 2D/3D shapes; Grade 4 Decimals/Fractions; Grade 5 Whole Number Division. Staff will use the Math Expressions curriculum along with Moby Max software to provide instruction and practice in areas of need.	Academic Support Program	Tier 1	Monitor	09/02/2019	05/29/2020	\$1700	Teachers Principal DIS
After School Enrichment Clubs	Provide After School Enrichment Clubs such as Arts & Crafts Club, Tech Club, Genius Hour Club, Writer's Workshop Club, Sports Club, Fitness Club, Chess Club, Basketball Club, Culinary Club, etc.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	10/07/2019	05/08/2020	\$4000	Principal Staff Behavior Coach Parents
Purchase Reflex	If Reflex is found to be successful in the trial period, we will purchase a school-wide license to finish out the year	Supplemental Materials	Tier 1	Implement	12/13/2019	12/13/2019	\$3200	Principal, Building Leadership Team
Watch D.O.G.S.	As part of 3 For Me, we will continue with the Watch D.O.G.S. program. This program encourages father's to spend a day volunteering/mentoring students.	Academic Support Program, Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/05/2020	\$300	Behavior Coach Principal Teachers
Positivity Project	Staff will implement the Positivity Project by attending the summer training and also whole staff training in September. Teachers will teach the concepts of the Positivity Project daily. All staff will become familiar with the principles and the slogan "Other People Matter"	Behavioral Support Program	Tier 1		06/27/2019	06/05/2020	\$1500	Principal Teachers Instructional Coach

## School Improvement Plan

Elms Road Elementary School

SWIS	Collect data on office behavior referrals. Including majors/minors/time/infraction type/referred by whom/number by student - along with national norm data. Principal, Behavior Coach, and MTSS Team will use data to develop school-wide PBIS strategies and individualized behavior plans.	Behavioral Support Program	Tier 1	Evaluate	09/02/2019	06/05/2020	\$300	Principal Teachers Behavior Coach Social Worker MTSS Team
STAR Math Screener & diagnostic tools	Purchase the STAR Screener to gather evidence of student performance in math. Teachers will use STAR Math data to monitor student growth and plan for instruction.	Academic Support Program	Tier 1	Implement	09/02/2019	05/29/2020	\$2500	Teachers DIS Principal

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LLI Training & Heggerty Training	Paraprofessionals and intervention teachers will be trained using the LLI System and Heggerty's Phonemic Awareness materials.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	Instructional Coach & Principal
Intensive Small Group Instruction	Students will participate in intensive small group (3:1) instruction with intervention specialists four times per week using individualized plan. Teachers will also provide extra Tier 3 support through flexible small groups within their daily workshop time as needed.	Academic Support Program	Tier 3	Monitor	09/02/2019	06/05/2020	\$0	DIS Teachers Paraprofessionals