



School Improvement Plan

Kent City Elementary School

Kent City Community Schools

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Introduction

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

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?

Community Demographic Results from www.city-data.org:

Kent City is a small, rural agricultural community in Kent County Michigan. There are more females than males. The median average income of the community members is \$35,320, while this is much lower than the Michigan median of \$46,859. The ethnic population is predominantly whites and Hispanics. The median cost of a home in Kent City is \$87,681, however, this is much lower than the State average of \$115,700.

Staff Demographics:

Kent City Elementary School is a PK-5 building. There are 2 administrators, 46 certified staff, and 12 paraprofessionals. Music, PE, Art, Computers, and Spanish are offered to students. There is a School Social Worker and Psychologist to assist the itinerant staff from the ISD.

100% of the teachers at Kent City Elementary are highly qualified as required by the NCLB Act. The teaching credentials are on file at the Central Office and they are reported annually in the Registry of Educational Personnel (REP) report to MDE.

100% of the instructional paraprofessionals at Kent City Elementary are highly qualified as required by the NCLB Act. All instructional paraprofessionals have either an Associate's Degree, 60 college semester credit hours, or has passed the WorkKeys assessments in reading, writing, and math. 4/8 of the building instructional paraprofessionals are certified teachers. Credentials are on file at Central Office.

Student Demographics:

There are 660 K-5 students in the building, which includes 64 migrant students. The free/reduced lunch rate is 67% . The ethnicity of students is predominantly white and Hispanic, with limited black, Asian, and American-Indian. There is a significant number of English language learners attending Kent City Elementary.

Parent Perception Data:

Focus areas include:

1. Administrative Leadership
2. Smaller Class Sizes
3. Improve the transition to Middle School
4. Improvements to the Playground
5. School Parking

Staff Perception Data:

Focus areas include:

1. More training on the National Common Core Standards and Alignment
2. More time for planning and collaboration
3. More staff training on school-wide instructional strategies
4. Curriculum Development

5. More instructional materials

School Systems Review:

As a result of the staff completing the School Systems Review, the following results were calculated:

Strand I:Teaching for Learning - Overall Rating 2.7

Strand II:Leadership for Learning - Overall Rating 2.88

Strand III - Professional Learning Culture - Overall Rating 3.0

Strand IV - School Family and Community Relations - Overall Rating 2.5

School's Purpose

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

Vision Statement

Kent City Community Schools will guide all students to perform at their highest potential, become life-long learners, and be productive contributors to the community. Students' academic achievement and self-esteem, along with respecting the dignity and self-worth of each individual are our top priorities. We provide a safe, nurturing, engaging, and goal-oriented learning environment. The school climate is friendly, positive, accepting of diversity, and respectful to all. Students are excited about learning, make a personal connection, and see the value in life-long learning. They apply knowledge in new situations or contexts. All students are held to high expectations. Through their sense of responsibility, good values, excellent character, and positive behaviors, they hold themselves accountable for their actions. The effort of students is recognized; along with the acknowledgment and celebration of achievement. Students are encouraged to explore and grow personally, and have access to a wide variety of academic and extra-curricular opportunities. A high level of pride and accomplishment is evident throughout the school and community.

Parents value education and accept responsibility to be engaged in the educational process. Parents and community members take a supportive role and work collaboratively with teachers to assist students in succeeding. Volunteers are active in the school. Parents provide a positive learning environment at home, which demonstrates the importance of becoming a life-long learner. Everyone realizes that the education of our students is the joint responsibility of the parent, teacher, and community. Positive relationships are essential, and developed through open two-way communication. Parents feel their concerns are listened to and addressed by school personnel. A strong and effective home-school connection exists and family involvement enhances the students' school experience. Teachers are excited about helping each student learn and hold high/rigorous expectations for each student. The compassionate, committed, and collaborative staff is engaged in continuous professional development to stay current with the latest educational research.

A variety of instructional strategies are used to reach diverse learners. Teachers promote individual student success and intellectual curiosity, and accept responsibility for inspiring each student to succeed. They guide each student in establishing personal learning goals, and are responsive to each student's needs. Staff provides emotional, social, and academic support for each student.

Administrators maintain everyone's focus on achievement for ALL students, facilitate dialogue focused on student achievement data, and create a learning organization. They empower staff to focus on students' academic achievement and self-esteem, and teaching students to respect the dignity and self-worth of each individual. They facilitate staff working collaboratively, embracing change, and making sound educational decisions. Administrators interact well with teachers, parents, and students; this creates an inviting campus for the community, where parents are welcome in the school and encouraged to participate. Board of Education goals are established and evaluated each year. Building school improvement goals and grade/department goals are aligned with the board goals, which creates a common focus and facilitates collaboration. A sound and fluid strategic plan has been developed, is being implemented, and is evaluated annually. There is an emphasis on learning for life!

Curriculum, assessment, and instruction are research-based. All curricula are held to the highest standard of rigor and relevance to ensure that our students receive the best possible education. Academically advanced courses are available, interventions are used to assist at-risk learners, and differentiated instructional strategies are applied to challenge students at their highest level. Students are encouraged to strive for high goals and reach their full potential. Everyone sets goals, analyzes data linked to those goals, and makes time to reflect on Kent City Elementary School successes. Technology is current and integrated into the learning environment to enhance learning. Technology is used to make information accessible to students, parents, and teachers, to provide a vehicle for communicating student data or information, and to enable two-way communication.

All district and school employees understand the significance of their role in providing the best education possible for the students.

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Secretaries provide countless services and always with a strong customer service orientation. Educational paraprofessionals promote student success by aiding students in the classrooms, assisting with small group instruction, enabling students with special needs to participate, and promoting responsibility in the cafeteria and on the playground. Bus drivers greet students with a smile and transport them safely to and from school. The food service staff works diligently to provide our students with nutritional/healthy choices. Facilities are up-to-date, clean, and well maintained by a hard working custodial/maintenance crew. Students, employees, and community members are very proud of our schools!

District Mission Statement

Kent City Community Schools provide a nurturing learning environment and educates all students to be lifelong learners.

Beliefs Statement

District Belief Statements:

- All students can learn
- All students learn at different rates and in different ways
- Responsibility for learning must be shared by student, school, and home
- High expectations lead to high achievement
- Total community involvement, especially home, increases achievement
- High self-esteem results in success
- All students deserve a safe and orderly environment
- Learning is a life-long process

School Mission Statement

Growing in Excellence

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.

Kent City Elementary has focused hard on reading, writing, and math in our instruction, our school improvement committees, our grade level work and our professional development. We continue to show steady results or growth in our yearly M-STEP data as well as areas that require our focus.

Instruction and Professional Development

KCE staff collaborated to develop consistent curriculum, assessment and instructional practices for Reading and Writing.

second Year of full implementation of the Reading and Writing Workshop at KCE.

Several KCE teachers continue to host classroom learning labs focused on workshop teaching and the Gradual Release of Responsibility for their teaching peers this school year. Two KCE staff members have taken leadership roles to facilitate these conversations.

Three KCE teachers have completed or are currently enrolled in the KISD Teacher Leadership program.

Fourth year of full implementation of Evidence Based Literacy Instruction (EBLI) to improve reading achievement.

Implementation of balanced assessments at KCE for reading and writing. Staff uses the Kent ISD data warehouse to store and analyze student data.

Introduction of Instructional Rounds at KCE as a powerful tool for data collection and professional development.

Implementation of new math curriculum and math instructional practices including number talks and Reflex Math.

Student Accomplishments

Pennies for Patients raised over \$1400 for the American Heart Association through the Jump Rope for Heart Program.

Five KCE Students audition and for the West Michigan Symphony Children's Choir members and perform on stage with the West Michigan Symphony.

KCE continues to use Positive Behavior Interventions and Supports (PBIS) to improve student behavior. KCE had fewer student referrals and was below the 50th percentile nationally for average referrals per day.

Thirty-two students received the Golden Eagle Award for perfect attendance for the 2015 - 2016 school year. This is an increase from the SY 2016-2017

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2013 - 2014 and 2014-2015 school year. Twenty - seven students received the Golden Eagle Award for perfect attendance for the 2014 - 2015 school year.

Programs, Processes and Offerings

Kent City Elementary developed and implemented a KIDS Team Child Study Process to improve success of struggling students. 29 students were served across grade levels and subgroups. Teacher feedback continues to remain positive about the process.

41 students in Kindergarten through fifth grade, who are identified as migrant, attended the Migrant STEM Program twice a week after school for 8 weeks. They participated in engaging, authentic, STEM (Science Technology, Engineering, Math) lessons to practice reading, writing, listening and speaking skills. Transportation home was provided. This included a field trip to Aquinas College for students in fourth and fifth grade.

This past Spring, students with demonstrated need were invited to attend the After School Reading Intervention Program. 11 certified staff provided additional reading instruction to 75 students Intervention for Instruction.

For a ninth year, KCE hosted a Camp Blodgett After School group for 24 students. This program continues to mentor and tutor students twice a week after school.

Thirty-five upper elementary students formed this year's KCE Spanish Club. They met several times throughout the year to further explore Spanish speaking cultures, foods, celebrations, dances and customs.

KCE was well represented at the Regional Odyssey of the Mind competition in February. We had 3 Elementary teams compete and place.

20 KCE girls and 4 coaches participated in the Girls on the Run program and finished their season with a fun run.

Staff organized a March Madness competition during March is Reading Month. Students learned about the Caldecott Award for illustration, listened to Caldecott winning books and voted on their favorite from a list of 8 titles.

Building Improvements

We take pride in our building and opened the in the fall with the following building improvements:

SMART boards installed in classrooms.

New paint and carpet in several public spaces to unify building look.

Activity Bulletin Boards added to celebrate student involvement and participation.

KCE Library remodeled to support reading culture at KCE. Phase I of the remodel included new wood shelving, new paint, new carpet, additional seating, new bulletin boards, and a SMART Board with wall mounted projector.

Addition of a book room with hundreds of six packs for titles organized by reading level so that teachers can differentiate guided reading instruction during the reading workshop.

Our academic results reflect the hard work, dedication and focus of our teaching staff. While we have scores that are indicative of progress forward, we know that we can and will always work to get better! We definitely have access to a lot of data, the challenge for us now is how to we use this data to impact our instruction.

Additional Information

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

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.

Kent City Elementary continues to complete an annual internal and external review of programs and services this past year. In each of these reviews our stakeholders were a part of the process. Parents were selected that represent areas of our school demographic. School improvement goals and progress are shared with stakeholders. Parent, student and community feedback was taken an online surveys.

The Kent City Elementary Building Leadership Team comprised of grade level educators, building administration and parent representation collects and analyzes all needed data to gain a comprehensive understanding of achievement, perception and areas in need of improving. Meetings are held after school to accommodate all participants.

A Kent City Community Schools English Learner Program Parent Advisory Committee (KCCS EL PAC) meets five times a year in the evenings to discuss local english learner programming. All families and invited and encouraged to attend. This group includes school administration, EL staff, teachers and students.

A Kent City Community Schools Migrant Education Program Parent Advisory Committee (KCCS MEP PAC) meets twice a year in the evenings to discuss local migrant education programming and travels to the regional site to teleconference with the statewide migrant education meeting. All families and invited and encouraged to attend. This group includes school administration, migrant education staff, migrant recruiters, teachers and students.

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

Stakeholder voice is an important part of our school improvement process. Kent City Elementary administration invites parents, groups and stakeholders for "Conversations with the Principals" once a month during the monthly PTCO meetings. These conversations are open to the public allowing stakeholders an opportunity to actively participate in the school improvement process. After school improvement goals were selected, parent input and comment was reviewed and incorporated. Parent representatives participate in our School Improvement Team Meetings offering an essential perspective and analyzing our school workings from an outside perspective. These representatives disseminate school improvement information to the Kent City Parent Teacher Community Organization (PTCO). The school improvement process and progress updates are regularly reported to the school board via meeting updates.

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 communicated to stakeholders in monthly newsletters, the school website, the school handbook and at monthly "Conversations with the Principals" community conversations during PTCO meetings. It is also available for review during school hours in the offices.

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?

Enrollment data of LEP students continues to be a significant portion of our student body. Communication with parents of LEP students/migrant students/and families in their preferred language. Some inconsistency remains in providing communication in multiple languages. Some involvement barriers remain for the LEP and migrant parents.

Inefficient communication with parent and families with low SES. There are areas of the community that do not receive internet services and the difficulty to maintain up to date contact information in our student database. Economic challenges contribute to a weaker academic culture especially in the area of reading.

Although some steps have been taken to improve attendance and tardiness, issues remain with attendance.

Varied crop harvests due to multiple factors cause changing migrant populations each fall and spring. Responding to these in timely manner is a challenge. In the fall, there is a migrant overload of students who then leave in the spring. As of March 2015, Kent City Elementary had 92 Migrant students.

Uneven growth at particular grade levels leads to large class sizes in some grades. Supporting individual student needs in crowded classrooms remains difficult. This is especially difficult when adding in the fluctuating number of Migrant students entering in the Fall and Spring.

Identifying students who qualify for at-risk services has been challenging. The at-risk criteria has changed this school year, limiting the eligibility parameters leading to it becoming more difficult to serve students who qualify under some areas of at risk but not all.

Students coming to kindergarten without a preschool experience. Community is not aware of free preschool opportunities.

There is a need for continuous professional development based on the diverse needs of the students

Student Demographic Data

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

Attendance has created several challenges at Kent City Elementary. Students demonstrate lower academic achievement due to absence during instruction. They often exhibit increased anxiety as students do not have a sense of belonging and parents struggle to convince students to attend. Students miss needed intervention services. At times it has been difficult to communicate the importance/law of attendance policy. Additional resources are needed needed to effectively monitor and follow-up on attendance issues. In addition, it can be difficult to assist families in finding solutions and resources to address issues and concerns contributing to poor attendance. while identifying what interventions and supports are most effective. In working with truancy, there is a time limit to when new cases can be referred or continued cases can be brought to the court for prosecution. Students with lice often miss many days of school and there are limited resources to support these families.

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?

Large number of students in unstructured settings at morning hangouts, lunch, and recess time leads to more frequent behavior incidents. There are a limited number of adults to supervise at these times.

There was a total of 285 minor and major behavior write up's in 2015-2016. There was a decrease in the number of major physical aggression and fighting over the last 3 years. However, minor physical contact remains a challenge. Other high behavior incidents include defiance, minor disruption, and minor inappropriate language.

210 referrals were from boys, 75 referrals are from girls. Most referrals come from the lower elementary.

8 students received in-school suspension, 4 students received out of school suspension. There were no expulsions.

Student Demographic Data

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

Continuing with general education social work support

Increased efforts in tracking attendance, carefully analyzing the data, incorporating proactive strategies, reaching out to community supports, and working alongside truancy officer and school resources officer.

Ongoing implementation of KIDS team to address individual student needs.

Continuing to build on efforts to increase parental engagement.

Ongoing child find initiative to increase preschool attendance.

Connecting with the growers to predict harvest worker numbers

Additional staff in the fall to provide LEP services to seasonal migrant population

Ongoing full scale campaign to create a culture of reading within the school as well the community

Additional certified and non-certified staff to address higher class loads

Updated attendance policy and addition of positive rewards for students with excellent attendance.

Sharing attendance and behavior data with students and families via school assemblies and Eagles Nest/Social Work Scoop newsletters.

Teachers are including Spanish translation on any communication being sent home.

Paraprofessional PD on effective systematic supervision and problem solving.

Continued Positive Behavioral supports and character education for the whole student body. Check In Check Out program provided for students who need extra behavioral supports.

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 Kent City Elementary principal received her teaching certification in 1983 and her administrative certification in 1996. Our assistant administrator received his teaching certification in 2001 and his administrative certification in 2008.

Our administrative team brings a wealth of knowledge and experience in both general education and special education environments which create a balanced leadership approach.

They have a clear understanding of best practices in education and are continually researching and networking with other educational entities to stay up to date. Any knowledge or resources gathered are shared with the staff through professional development. This improves teaching practices with the students and thus increases student achievement.

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?

Each grade level has a teacher who has been teaching for at least 20 years. Teachers serve in multiple capacities, including on the school leadership team. With experienced teachers in each grade level combined with teachers who are newer to the profession, each team brings a wealth of experience, wisdom, and ingenuity. Kent City Elementary teachers have a well established understanding of student needs and continue to receive professional development on the best practices in education. Our teachers are continually refining their art to meet each student's diverse needs through differentiated instruction. Teaching styles use the gradual release of responsibility in order to help students become independent and enthusiastic learners and leaders.

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?

Kent City Elementary administrators are effective leaders who return from each professional learning day to share their acquired knowledge and build capacity within the staff. This in turn, equips Kent City staff with best practice tools and tips to add to their teaching repertoire. While at professional development, Kent City administrators network with professionals from other districts and have formed collaborative working relationships where expertise is shared across districts. They are rarely ill, yet even when sick, they are often working from home. There is very little interruption to the student learning on these days, as our administrators are always available by phone if needed.

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?

Although it is never ideal to have a teacher out of the classroom, professional learning is a critical component to building knowledge of best practices which in turn allows students to receive the best instruction possible. When teachers are out of the classroom, there is a lack of consistency and stability for the students, which may interfere with student learning. However, the teacher comes back from professional learning days equipped with increased expertise to build a strong learning environment and raise student achievement within their classroom and grade level. When teachers are out sick, this disrupts the flow of the classroom academically and behaviorally. However, if the teacher were to come to school sick, they may pass it onto the students which may create student absences as well. When a student is not at school, they are not learning.

Teacher/School Leader(s) Demographic Data

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

Whenever possible, plan for professional development to take place after school hours.

Whenever possible, use consistent and high caliber substitutes to fill in for teachers on days they are absent.

Whenever possible, share the professional learning days among the grade levels (one teacher per grade level) rather than sending every staff member to the PD.

Complete well planned out and organized sub plans that will minimize disruption to the student learning and achievement

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?

The strengths found in instruction were in the areas of instructional design, learning environment, and reflection. In the area of instructional leadership the strength found was in guidance and support for teaching and learning. In the culture and learning strand the strength was safe and supportive environment. Another strength is organizational management in the area of communication systems and intentional practice. The final strength was found in the strand of professional learning culture in the area of collaborative teams.

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?

The challenges found were in the strands of curriculum, assessment, professional learning systems, communication, and engagement. Work continues to develop a guaranteed and viable curriculum and define balanced assessment for all content areas. In addition, increasing and maintaining parent and community engagement is a challenge.

12. How might these challenges impact student achievement?

Student achievement may be impacted from a lack of; vertical and horizontal alignment, common assessments in some curricular areas, and teacher collaboration during and after professional development. In addition there is a need for more meaningful communication with the community and specifically the Hispanic population/subgroup

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.

During staff meetings and professional development provide adequate time for reflection and processing of new information. This will allow for accurate vertical and horizontal alignment. Another action would be to incorporate a Spanish version of the report card. In addition to the above, inviting more parents to collaborate during meetings allows for community input. Make the hiring of Spanish speaking staff a priority.

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?

To ensure that students with disabilities have access to the full array of intervention programs available, Kent City provides; KIDS Team, Language Testing (WIDA), Building Assessments, and coordination of service delivery schedules.

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

The extended learning opportunities provided are; Camp Blodgett (K-5), American Girl Club (K-5), Rock Club (K-5), Migrant S.T.E.M. and Summer Migrant Program (Pre-K-5), Summer Reading Program (K-5), After-school Intervention (K-5), Breakfast Book Club (4-5), Literary Lunch (3-5), Girls on the Run (3-5), and Kids Hope (K-5), Parents ARE Teachers (K-5).

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

Students are identified through migrant eligibility, migrant priority for service (PFS), LEP language testing, At-Risk 31 A criteria, and teacher recommendation. Parents receive written communication to inform them of their child's eligibility, describe the program/service and obtain permission in their preferred language. Parents sign and return written permission slips to attend.

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?

The evidence indicators are curriculum alignment documents for reading and writing, teacher evaluations/classroom observations, lesson plans, classroom assessment data, and grade level agendas.

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.

Not applicable.

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

These grade levels are approaching or have exceeded the state proficiency targets. Multiple pieces of local data indicates higher reading achievement in most grade levels.

STATE ASSESSMENT READING ACHIEVEMENT DATA

2014-2015 MSTEP ELA Results

Percent Proficient All Students

3rd Grd. - 54.7% (4.7% Above State Average)

4th Grd. - 47.7% (1.1% Above State Average)

Percent Proficient Male/Female Comparison

3rd Grd. - Male 54.8% /Female 54.5% - <1% Achievement Gap

5th Grd. - Male 37.1% /Female 46.8% - 9% Achievement Gap

Percent Proficient Economically Disadvantaged Students

3rd Grd. - 48.6% (13% Above State Average)

4th Grd. - 35.6% (5% Above State Average)

5th Grd. - 34% (2% Above State Average)

Grades 3 - 5 ELA M-STEP Claim Discipline Performance Average

Reading Average - 45%

Research and Inquiry - 43%

LOCAL READING ASSESSMENT DATA

DEVELOPMENTAL READING ASSESSMENT 2 (DRA2)

Percent of All Students Meeting or Exceeding Benchmark Spring 2016

Kindergarten - 56% (Increase of 10% from 2014-2015)

SY 2016-2017

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1st Grd. - 68% (Increase of 1% from Spring 2015)

2nd Grd. - 72% (Decrease of 5% from Spring 2015)

3rd Grd. - 77% (Increase of 17% from Spring 2015)

SCHOLASTIC READING INVENTORY (SRI)

Percent of All Students Meeting or Exceeding Benchmark Spring 2016

4th Grd. - 64% (Increase of 12% from Spring 2015)

5th Grd. - 54% (Increase of 6% from Spring 2015)

DIBELS

Percent of All Students at Core/Meeting Benchmark Spring 2016

Kindergarten - NOT APPLICABLE

1st Grd. - 54% (Increase of 2% from Spring 2015)

2nd Grd. - 66% (Increase of 4% from Spring 2015)

3rd Grd. - 61% (Decrease of 6% from Spring 2015)

4th Grd. - 66% (Increase of 9% from Spring 2015)

5th Grd. - 59% (Increase of 7% from Spring 2015)

This is due to the following initiatives.

*Common Reading Curriculum Tools

*Common Balanced Assessment Framework

*K-5 Vertical Alignment

*Common Instructional Practices

*School-wide Intentional Reading Culture Effort

*Grade Level and School Wide Professional Development around Reading Instruction, Guided Reading and Data Analysis

*Strong Pre-school and Young Fives Programs

* Afterschool programs for LEP and Migrant Students

19b. Reading- Challenges

These pieces of data indicate areas of continued challenge in the area of reading. These challenges include below average reading proficiency and statistically significant achievement gaps.

STATE ASSESSMENT DATA

2014-2015 MSTEP ELA Results

Percent Proficient All Students

5th Grd. - 42.7% (6% Below State Average)

School Improvement Plan

Kent City Elementary School

Percent Proficient Male/Female Comparison

4th Grd. - Male 36.4% /Female 59.3% - 23% Achievement Gap

Percent Proficient Hispanic Students/Non-Hispanic Comparison

3rd Grd. - 26.3% (11% Below State Average) - 34% Achievement Gap Between Hispanics & Whites

4th Grd. - 24% (9% Below State Average) - 30% Achievement Gap Between Hispanics & Whites

5th Grd. - 0% (35% Below State Average) - 35% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

3rd Grd. - 22.2% (12% Below State Average) - 39% Achievement Gap Between ELL & Non-ELL

4th Grd. - 15.8% (8% Below State Average) - 38% Achievement Gap Between ELL & Non-ELL

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

3rd Grd. - 48.6% - 19% Achievement Gap Between ED & Not ED

4th Grd. - 35.6% - 26% Achievement Gap Between ED & Not ED

5th Grd. - 34% - 22% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

4th Grd. - 10% (7% Below State Average) - 42% Achievement Gap Between SWD & Not SWD

Grades 3 - 5 ELA M-STEP Claim Discipline Performance Average

Listening Average - 44%

Research and Inquiry - 43%

LOCAL READING ASSESSMENT DATA

DEVELOPMENTAL READING ASSESSMENT 2 (DRA2)

Percent of All Students Meeting or Exceeding Benchmark Spring 2016

2nd Grd. - 72% (Decrease of 5% from Spring 2015)

DIBELS

Percent of All Students at Core/Meeting Benchmark Spring 2016

3rd Grd. - 61% (Decrease of 6% from Spring 2015)

This may be due to the following reasons:

- *Lack of academic culture in the surrounding community that values education and reading especially as students enter upper grades and transition to the secondary schools.

- *Summer Reading Loss

- *Maintaining Current Level of Reading Intervention to Support Struggling Students Especially at Upper Elementary

Across grades 1,2 and 3, there is a consistent reading achievement gap of approximately 10 to 15% in the DIBELS Next composite score data between LEP students and their non-LEP peers.

- *Many of these students also live a migratory lifestyle and attend Kent City Elementary for only part of the school year.

- *Increased ELL Population with More Intense Language Needs

- *Low Socio-economic Status of Students and Families with Lack of Access to Reading Material

19c. Reading- Trends

*Significant efforts have been made to implement and strengthen the implementation of consistent literacy practices and support tier 1 guided reading and reading workshop implementation K-5. At all grades a significant number of students still require tier two reading intervention support.

*Local reading achievement scores continue to rise due to intentional lower elementary focus to build a reading foundation at Tier I and the K-2 Reading Intervention Focus. Differentiated reading instruction at the upper elementary has resulted in increased reading achievement among these students.

*Reading achievement among all subgroups has increased, but achievement gaps remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups at almost every grade level.

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.

Further strengthening of Tier 1 General Education Reading Instruction through continued alignment of Curriculum, Assessment, & Instruction to increase Reading Proficiency - The district will support teachers with professional development and supports to ensure that curricula, assessments and instruction are horizontally and vertically aligned (1) through a focus on grade level collaborative teams to review data and adjust instruction, (2) a focus on common instructional practices , (3) guaranteed and viable curriculum implementation and monitoring, Continued implementation of EBLI (Evidence Based Literacy Instruction) with fidelity - All teachers will be implementing EBLI strategies in their classrooms.

Timely and Additional Academic Support for Differentiated Instruction for all students and subgroups. All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities. This includes reading intervention services, additional vocabulary and staffing support for approximately 60 LEP elementary students in grades K- 5, an After- School Parents ARE Teachers program for parents and students, and an After School STEM Program for migrant students.

Language Support for English Acquisition - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment. There will be heavily on increasing parent awareness and engagement through

intentional planning of EL activities at EL PAC meetings and EL Parent Meetings. Title III funds will provide supplemental programs and family supports including the beginning of an after school Parents ARE Teachers (PAT) Program. In addition, staff working with English learners will receive additional professional development to meet the specific academic needs of EL and migrant students in the general education classroom setting. This includes regular professional development and coaching sessions with an ELL consultant for 22 staff members and the elementary EL coordinator.

Instructional and family support services for Migrant Students will be provided through Title IC funds. All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements. These supports include additional support with year round migrant interventionists, additional staff to provide reading conferences using high interest literacy materials, careful data monitoring, a STEM after school program for migrant students featuring LEGO robotics, and online learning opportunities as well as family liaison education sessions. Again migrant families will play an integral role in shaping the direction of the program through their involvement in the local and regional migrant parent meetings.

20a. Writing- Strengths

State and Local writing data indicate that there are several key areas of strength in writing.

LOCAL BENCHMARK WRITING ASSESSMENT DATA

Kindergarten

- Not Proficient - 6%
- Partially Proficient - 30%
- Proficient - 64%

1st Grade

- Not Proficient - 10%
- Partially Proficient - 38%
- Proficient - 51%

2nd Grade

- Not Proficient - 0%
- Partially Proficient - 27%
- Proficient - 73%

3rd Grade

- Not Proficient - 14%
- Partially Proficient - 40%
- Proficient - 46%

4th Grade

- Not Proficient - 4%

Partially Proficient - 18%

Proficient - 78%

5th Grade

Not Proficient - 6%

Partially Proficient - 28%

Proficient - 66%

STATE ASSESSMENT DATA

Grades 3 - 5 ELA M-STEP Claim Discipline Performance Average

Listening Average - 44%

Reading Average - 45%

Research and Inquiry - 43%

Writing - 53%

This is due to the following initiatives:

- *Common Writing Curriculum Tools K-5

- *Common Assessment Framework K-5

- *Common Practices and Vocabulary for Writing Instruction

- *Grade Level and School Wide Professional Development around Writing Instruction,

- *Strong Pre-school and Young Fives Programs to prepare students to enter school with the needed skills

- * After-school programs for LEP and Migrant Students to provide more time and support

20b. Writing- Challenges

Writing proficiency scores remain well below the 85% proficiency expected by 2023 - 2024 school year. This may be due to the following reasons:

- *Local data indicated that writing achievement remains consistently below state targets as based on local writing assessments. *Lack of academic culture in the surrounding community that values education and writing especially as students enter upper grades and transition to the secondary schools.

- *Student work samples indicate that students at every grade level continue to struggle with correct grammar and syntax as they write. Additionally, students struggle with the correct spelling of commonly written high-frequency words. Lack of Consistent Practices with Grammar Instruction and Word Work

- *Lack of Specific Tier 2 or 3 Writing Intervention to Support Struggling Writers

At all grade levels, male writers show a 7-15% writing achievement gap based on local writing assessments as compared with their female peers.

Writing achievement gaps of between 10 and 15 percent remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups.

- *Increased ELL Population with More Intense Language Needs

- *Low Socio-economic Status of Students and Families with Lack of Access to Reading Material

20c. Writing- Trends

Significant efforts have been made to implement and strengthen the implementation of consistent writing practices K-5. This includes the implementation of a common curriculum and assessment tools At grades K and 1 students use the Peterson handwriting method. At all grades a significant number of students still require additional writing support.

Writing achievement gaps of between 10 and 15 percent remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups.

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.

Increasing fidelity of Common Curriculum, Assessment, & Instructional Practices to increase Writing Proficiency. Stronger Tier 1 general instruction and in class supports will increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers with additional professional development around curriculum, assessments and intervention instruction both horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Implementation of Evidence-Based Literacy Instruction (EBLI) with Increased Fidelity It is a system of research-based literacy skills, concepts, and strategies that teach learners of any age or ability level to read, spell, and write to their highest potential.

Timely and Additional Academic Support for Differentiated Instruction for all students and subgroups. All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities. This includes math intervention services, a Title IC Academic Support during and after school program for approximately 60 migrant elementary students in grades K- 5, in an After School STEM Program.

Targeted Interventions for male writers to increase the number of students scoring proficient/advanced as determined by local and state assessments. All students will be assessed using both local and state assessments. Male students below grade level expectation and/or not meeting set criteria within a grade level will receive classroom-based targeted intervention.

English Language Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved Language Support for English Acquisition. All core English language instruction will be determined by state outlined limited English proficiency criteria. assessment. Additional high yield interventions, services and supports for LEP and Hispanic students will be added as needed according to daily writing performance and both local and state assessment results. This includes writing opportunities in supplemental vocabulary instruction programs Title III funds will provide supplemental programs and family supports. In addition, Staff working with English learners will receive additional professional development to meet the specific academic needs of EL and

migrant students in the general education classroom setting. This includes professional development sessions with the EL consultant and

learning labs.

Instructional and family support services for Migrant Students will be provided through Title IC funds. All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements. These supports include after school services, migrant intervention services, literacy materials and family liaison education sessions.

21a. Math- Strengths

With the introduction of a K-5 Math Curriculum, scores have remained stable or increased slightly over last year's assessment data in most grade levels.

STATE ASSESSMENT DATA

2014-2015 MSTEP MATH Results

Percent Proficient All Students

3rd Grd. - 46.2%

4th Grd. - 34.9%

5th Grd. - 14.6%

Percent Proficient Male/Female Comparison

4th Grd. - Male 36.4% /Female 33.3% - 2% Achievement Gap

5th Grd. - Male 14.3% /Female 14.9% - <1% Achievement Gap

Percent Proficient Hispanic Students

3rd Grd. - 31.6%

4th Grd. - 20%

5th Grd. - 0%

Percent Proficient ELL/Not ELL Comparison

3rd Grd. - 22.2%

4th Grd. - 10.5%

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

3rd Grd. - 41.7% (8% Above State Average)

4th Grd. - 28.8% (3% Above State Average)

Grades 3 - 5 MATH M-STEP Claim Discipline Performance Average

Communicating and Reasoning - 28%

Concepts and Procedures - 47%
Modeling and Analysis - 23%
Problem Solving - 34%

This increase was due to the following initiatives:

- *Work of the K-5 Kent City Elementary Math Curriculum Committee to select a CCSS aligned math curriculum, define common instructional practices and assessments.
- *Math Intervention Tier 2 support for struggling students in grades K-5
- *Kent City Elementary staff as members of the Kent ISD Math Georgia Unit Consortium to find needed support with curriculum assessment and instruction.
- * After-school programs for LEP and Migrant Students with STEM focus and materials

21b. Math- Challenges

Local and state math assessment data indicates that the percentage of students proficient in math remained below the expected 85% proficiency target for the 2023-2024 school year.

STATE ASSESSMENT DATA

2014-2015 MSTEP MATH Results

Percent Proficient All Students

3rd Grd. - 46.2% (2% Below State Average)
4th Grd. - 34.9% (6% Below State Average)
5th Grd. - 14.6% (19% Below State Average)

Percent Proficient Male/Female Comparison

3rd Grd. - Male 50% /Female 40.9% - 10% Achievement Gap

Percent Proficient Hispanic Students

3rd Grd. - 31.6% (4% Below State Average) - 19% Achievement Gap Between Hispanics & Whites
4th Grd. - 20% (7% Below State Average) - 18% Achievement Gap Between Hispanics & Whites
5th Grd. - 0% (19% Below State Average) - 16% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

3rd Grd. - 22.2% (15% Below State Average) - 29% Achievement Gap Between ELL & Non-ELL
4th Grd. - 10.5% (12% Below State Average) - 39% Achievement Gap Between ELL & Non-ELL

School Improvement Plan

Kent City Elementary School

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

3rd Grd. - 41.7% - 14% Achievement Gap Between ED & Not ED

4th Grd. - 28.8% - 13% Achievement Gap Between ED & Not ED

5th Grd. - 14% (4% Below State Average) - 2% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

4th Grd. - 0% (17% Below State Average) - 38% Achievement Gap Between SWD & Not SWD

Grades 3 - 5 MATH M-STEP Claim Discipline Performance Average

Communicating and Reasoning - 28%

Concepts and Procedures - 47%

Modeling and Analysis - 23%

Problem Solving - 34%

This may be due to the following reasons:

*Lack of academic culture in the surrounding community that values education and math especially as students enter upper grades and transition to the secondary schools.

*Lack of common math assessments directly connected to math curriculum to support K-5 vertical alignment

*Lack of funding to maintain current level of specific Tier 2 or 3 Math Intervention to Support Struggling Students

Math achievement gaps of between 10 and 15 percent remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups.

*Increased ELL Population with More Intense Language and Vocabulary Needs

*Low Socio-economic Status of Students and Families with Lack of Access to Reading Material

* Lack of Parental Support to Master Math Facts and Work on Basic Computation

21c. Math- Trends

Significant efforts have been made to begin implementation of a common math curriculum K-5 practices and support tier 1 general classroom instruction. Consistent practices including number talks, peer collaboration and common content vocabulary are underway. At all grades a significant number of students still require math intervention support.

Math achievement gaps of between 10 and 15 percent or more remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups

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.

Increasing fidelity of Common Curriculum, Assessment, & Instructional Practices to increase Math Proficiency. Stronger Tier 1 general instruction and in class supports will increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers with additional professional development around curriculum, assessments and intervention instruction both horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Timely and Additional Academic Support for Differentiated Instruction for all students and subgroups. All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities. This includes math intervention services, and a Title I Part C Academic Support intervention services and an After School STEM Program.program for approximately 60 migrant elementary students in grades K- 5 focused on LEGO Robotics

English Language Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved Language Support for English Acquisition. All core English language instruction will be determined by state outlined limited English proficiency criteria. assessment. Additional high yield interventions, services and supports for LEP and Hispanic students will be added as needed according to daily writing performance and both local and state assessment results. This includes supplemental mathematics opportunities using online instructional support and vocabulary programs. Families and students will be invited to an 8 week after school Parents ARE Teachers program to cultivate a culture of academic awareness and success. Title III funds will provide these supplemental programs and family supports. In addition, Staff working with English learners will receive additional professional development to meet the specific academic needs of EL and migrant students in the general education classroom setting.This includes professional development and coaching sessions and learning labs guided by an EL consultant. .

Instructional and family support services for Migrant Students will be provided through Title IC funds. All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements. These supports include after school services, migrant intervention services, literacy materials and family liaison education sessions.

22a. Science- Strengths

Local science assessment data indicates that science proficiency, while improving, still remains below the state proficiency target of 85% by the year 2023-2024.

STATE ASSESSMENT DATA

2014-2015 MSTEP SCIENCE Results

Percent Proficient All Students

4th Grd. - 9.2%

Percent Proficient ELL Students

4th Grd. - 5.3%

Percent Proficient Economically Disadvantaged (ED) Students

4th Grd. - 5.1% (<1% Below State Average)

Grades 4th SCIENCE M-STEP Claim Discipline Performance Average

Earth Science - 69%

Life Science - 64%

Physical Science - 64%

Scientific Processes - 70%

This improvement may be due to the following initiatives:

- *District science school improvement committee
- * After-school programs for LEP and Migrant Students with STEM focus and materials
- * Reading intervention services incorporating non-fiction content area text.
- * Guided reading with a focus on pairing high interest fiction text with non-fiction science and social studies text that is grade- level specific.

22b. Science- Challenges

Local science assessment data indicates that science proficiency, while improving, still remains below the state proficiency target of 85% by the 2023-2024 school year.

STATE ASSESSMENT DATA

2014-2015 MSTEP SCIENCE Results

Percent Proficient All Students

4th Grd. - 9.2% (3% Below State Average)

Percent Proficient Male/Female Comparison

4th Grd. - Male 14.5% /Female 3.7% - 11% Achievement Gap

Percent Proficient Hispanic Students

4th Grd. - 4% (1% Below State Average) - 5% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

4th Grd. - 5.3% -5% Achievement Gap Between ELL & Non-ELL

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

School Improvement Plan

Kent City Elementary School

4th Grd. - 0% (4% Below State Average) - 10% Achievement Gap Between SWD & Not SWD

Grades 4th SCIENCE M-STEP Claim Discipline Performance Average

Earth Science - 69%

Life Science - 64%

Physical Science - 64%

Scientific Processes - 70%

This may be due to the following factors:

- *Lack of sufficient authentic nonfiction text to use during science instruction
- *Curriculum uncertainty with the slow transition to NGSS
- *Lack of common curriculum and assessment tools for science instruction K-5
- *Lack of common content science vocabulary
- *Students come to school with lack of background experiences needed for science instruction

22c. Science- Trends

- *Student achievement, while improving slowly remains persistently low at many grade levels.
- *Extensive curricular work in reading and writing remain top priorities.
- *Science achievement gaps of between 10 and 15 percent remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups.
- *Lack of District Funding for purchase of science curriculum and materials

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.

Increasing fidelity of Common Curriculum, Assessment, & Instructional Practices to increase Science Proficiency. Stronger Tier 1 general instruction and in class supports will increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers with additional professional development around curriculum, assessments and intervention instruction both horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Timely and Additional Academic Support for Differentiated Instruction for all students and subgroups. All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities. This includes math intervention services, and a Title I Part C Academic Support intervention services and an After School STEM Program. program for approximately 60 migrant elementary students in grades K- 5 focused on LEGO Robotics

English Language Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved Language Support for English Acquisition. All core English language instruction will be

determined by state outlined limited English proficiency criteria. assessment. Additional high yield interventions, services and supports for LEP and Hispanic students will be added as needed according to daily writing performance and both local and state assessment results.

This includes supplemental mathematics opportunities using online instructional support and vocabulary programs. Families and students will be invited to an 8 week after school Parents ARE Teachers program to cultivate a culture of academic awareness and success. Title III funds will provide these supplemental programs and family supports. In addition, Staff working with English learners will receive additional professional development to meet the specific academic needs of EL and migrant students in the general education classroom setting. This includes professional development and coaching sessions and learning labs guided by an EL consultant. .

Instructional and family support services for Migrant Students will be provided through Title IC funds. All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements. These supports include after school services, migrant intervention services, literacy materials and family liaison education sessions.

23a. Social Studies- Strengths

Local Social Studies assessment data indicates that social studies proficiency, while improving, still remains below the state proficiency target of 85% by the year 2023-2024.

STATE ASSESSMENT DATA

14-2015 MSTEP SOCIAL STUDIES Results

Percent Proficient All Students

5th Grd. - 13.4%

Percent Proficient Male/Female Comparison

5th Grd. - Male 11.4% /Female 14.9% - 4% Achievement Gap

5th Grade SOCIAL STUDIES M-STEP Claim Discipline Performance Average

Civics and Government - 48%

Discourse and Decision Making - 57%

Economics - 33%

Geography - 49%

History - 42%

This improvement may be due to the following initiatives:

- *District social studies school improvement committee
- * After-school programs for LEP and Migrant Students to provide field trips for needed background knowledge
- * Reading intervention services incorporating non-fiction content area text

23b. Social Studies- Challenges

Local Social Studies assessment data indicates that social studies proficiency, while improving, still remains below the state proficiency target of 85% by the year 2023 - 2014.

STATE ASSESSMENT DATA

2014-2015 MSTEP SOCIAL STUDIES Results

Percent Proficient All Students

5th Grd. - 13.4% (9% Below State Average)

Percent Proficient Male/Female Comparison

5th Grd. - Male 11.4% /Female 14.9% - 4% Achievement Gap

Percent Proficient Hispanic Students

5th Grd. - 0% (12% Below State Average) - 15% Achievement Gap Between Hispanics & Whites

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

5th Grd. - 8% (2% Below State Average) - 14% Achievement Gap Between ED & Not ED

5th Grade SOCIAL STUDIES M-STEP Claim Discipline Performance Average

Civics and Government - 48%

Discourse and Decision Making - 57%

Economics - 33%

Geography - 49%

History - 42%

This may be due to the following factors:

- *District Funds for Field Trips and Experiences

- *Lack of Common Curriculum Tools K-5

- *Lack of Common Content Vocabulary

- *Low Student Background experience in the content

- *Lack of vertical and horizontal curriculum alignment

23c. Social Studies- Trends

- *Student achievement, while improving remains persistently low at many grade levels.

- *Extensive curricular work in reading and writing remain top priorities.

- *Social Studies achievement gaps of between 10 and 15 percent or more remain in the ethnic, ELL, migrant, homeless, at-risk and special education and homeless subgroups.

- *Lack of District Funding for purchase of social studies curriculum and materials.

23d. Social Studies- Summary

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

Increasing fidelity of Common Curriculum, Assessment, & Instructional Practices to increase Social Studies Proficiency. Stronger Tier 1 general instruction and in class supports will increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers with additional professional development around curriculum, assessments and intervention instruction both horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Timely and Additional Academic Support for Differentiated Instruction for all students and subgroups. All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities. This includes reading intervention services focused on non-fiction text with social studies focus, and Title I Part C Academic Support intervention services.

English Language Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved Language Support for English Acquisition. All core English language instruction will be determined by state outlined limited English proficiency criteria. assessment. Additional high yield interventions, services and supports for LEP and Hispanic students will be added as needed according to daily writing performance and both local and state assessment results.

This includes supplemental social studies opportunities using online instructional support and vocabulary programs. Families and students will be invited to an 8 week after school Parents ARE Teachers program to cultivate a culture of academic awareness and success. Title III funds will provide these supplemental programs and family supports. In addition, Staff working with English learners will receive additional professional development to meet the specific academic needs of EL and migrant students in the general education classroom setting. This includes professional development and coaching sessions and learning labs guided by an EL consultant. .

Instructional and family support services for Migrant Students will be provided through Title IC funds. All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements. These supports include after school learning services, migrant intervention services, literacy materials and family liaison education sessions.

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?

Data taken from the SY 2014-2015 student survey results show the following areas as high levels of satisfaction: Data collected using the following scale: 3=Agree, 2=I don't know, 1=Disagree

Purpose and Direction with average of 2.84

Teaching and assessing for learning which scored an average of 2.79

24b. Student Perception Data

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

Data taken from the SY 2014-2015 student survey results show the following areas as lowest levels of satisfaction: Data was collected using the following scale: 3=Agree, 2=I don't know, 1=Disagree

Governance and Leadership with an average score of 2.65

Using results for continuous improvement was the second lowest score with an average of 2.7

24c. Student Perception Data

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

Continue to review and monitor our PBIS data

Continued work on establishing student leaders through the further development of the student council and learning buddies.

Increase emphasis on our school wide discipline policy

Team approach to establishing schoolwide positive interventions

25a. Parent/Guardian Perception Data

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

Based on our parent survey conducted during the 2015-2016 school year, the areas which indicate the highest levels of satisfaction are the following: (Using likert Scale 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Resources and Support Systems received an average score of 3.97

School Improvement Plan

Kent City Elementary School

Teaching and Assessing for Learning received an average score of 3.84

Using Results for Continuous Improvement received an average score of 3.81

Governance and Leadership received an average score of 3.72

Purpose and Direction received an average score of 3.59

Parent comments included the following statements:

The teachers are of high quality and have a passion for teaching.

The teachers care about the students.

The open communication and small community

Lots of personal attention. Family atmosphere

There is a strong sense of community for students in the building. The quality of our teachers is outstanding. They work hard to challenge kids to grow.

I like that the principals are visible and actively involved. I also like the community involvement and pride in the school. I am always impressed when the school talks openly about its fiscal operations and plans for spending. It gives me a sense of security that my tax dollars are being used wisely.

We have very good leadership. Fortunate for our Principal and Assistant Principal.

Every teacher is driven to help our children succeed.

25b. Parent/Guardian Perception Data

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

Based on our parent survey conducted during the 2014-2015 school year, the areas which indicate the lowest levels of satisfaction are the following (Using likert Scale 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Purpose and Direction received an average score of 3.59

Governance and Leadership received an average score of 3.72

Using Results for Continuous Improvement received an average score of 3.81

Teaching and Assessing for Learning received an average score of 3.84

Resources and Support Systems received an average score of 3.97

Parent comments included the following statements:

Some of the rules I don't agree with.

"Child pickup is messy. Teacher to Parent communication is lacking. Consistent discipline for misbehaving. "

The styrofoam plates and plastic silverware in the cafeteria. SO wasteful.

The time the elementary school starts. The drop off spot for riding the bus home. The lunch menu

It has been difficult to make connections with other parents.

New Math Curriculum is difficult.

Lack of communication from teachers/administration to parents.

Some staff, not being child friendly at all times.

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I do worry slightly my 5th grader will not be prepared for the homework expectations of middle school.

The fundraisers they send home with my pre k son. I would much rather just send a check. My son is to young to go out & sell that junk. I don't have extra time to worry about selling it myself. Need some money just ask or give us the option to do something other then a fundraiser!!

I feel like they should give the kids who need more help with work more attention such as an after school class.

Not enough time in the day for lunch

25c. Parent/Guardian Perception Data

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

More transparency with financial status and community supports

Using School News Network to highlight stories from Kent City Elementary

Increasing communication and parent involvement

Educating parents on availability of school support services

26a. Teacher/Staff Perception Data

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

Based on our staff survey conducted during the 2015-2016 school year, the areas which indicate the highest levels of satisfaction are the following: (Using likert Scale 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Purpose and Direction received an average score of 4.03

Governance and Leadership received an average score of 4.00

Using Results for Continuous Improvement received an average score of 3.91

Resources and Support Systems received an average score of 3.78

Teaching and Assessing for Learning received an average score of 3.62

Staff comments included the following statements:

Small community feeling.

I love the students.

We have a top-notch teaching staff

I love that our administrators are hands on and very professional but caring of their staff.

I like that our teachers, leadership and staff offer a deep care and concern for the academic and social welfare of our students.

I like the vision and support our administration has provided for us over the last few years. I like the alignment that has been and is continuing to take place of our curriculum.

I like that it is a warm and friendly building. Our staff is amazing in so many ways. All teachers care about their student learning and willing to go beyond to help them be successful.

The friendliness of the staff and how willing they are to discuss problems and solutions in the classroom.

The strong commitment and dedication the teachers have and put into their jobs on a daily basis.

I love how we support each other.

School Improvement Plan

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I really enjoy our community. Our administration, teachers, support staff and students (most of us) are very knowledgeable, kind and care about KCE as a whole.

That our staff is able to work collaboratively together to learn from one another and grow.

The people I work with.

I love the atmosphere where teachers work with other teachers cohesively.

I appreciate the openness by most staff members to implement new strategies and curriculum that will improve student learning.

I love that we are all using the same data assessments to drive our instruction.

Curriculum is all the same throughout the grades and there is a common teaching model.

I like how our community is a partner with our school.

I love our staff.

Our school community really cares about its students. Being a small district, allows for the adults to know most if not all the students in the building.

I think that the culture of the school is generally one of data to provide student improvement.

What I like best about our school is that it is a small community school and staff and families develop relationships with each other. This relationship aids the children in their school success.

We are a community who stick together. We all watch out for each other and care about others.

26b. Teacher/Staff Perception Data

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

Based on our staff survey conducted during the 2015-2016 school year, the areas which indicate the lowest levels of satisfaction are the following: (Using likert Scale 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Teaching and Assessing for Learning received an average score of 3.62

Resources and Support Systems received an average score of 3.78

Using Results for Continuous Improvement received an average score of 3.91

Governance and Leadership received an average score of 4.00

Purpose and Direction received an average score of 4.03

Staff comments included the following statements:

I don't like the pressure of the assessments.

It seems that collaboration between staff could be improved. There is a lack of communication between the teacher, the speech pathologist, the reading interventionists and the EL folks. A change should occur where several supports are together, and facilitating, or incorporating similar curricular content, but in their own specialty area..

The new curriculum, the new evaluation system, and the higher demands of the state are making it hard for teachers to enjoy their jobs. Students now track their data and know their goals. When their goals are not met the stress is then put upon them as well. The demands are challenging and at times not age appropriate for the students.

I would like to see the elementary start time begin later than the middle school and high school. I believe it is too early for the little ones to be on the bus and that they are exposed to middle and high school behaviors.

Heating discrepancies throughout classrooms and noisy registers along with no cooling for classrooms.

I think the 10 minute recess is too short for kids. They need more breaks, as it is very hard for them to focus for a huge block of time without

a change of atmosphere.

Would love to have more money for classroom supplies.

The feeling of being pressed to do more, more, more, with out more time provided to do it.

Parental lack accountability is some instances.

We need to celebrate our success, big and small and recognize the hard word students and staff do. We continually are asked to do more, without very little or no pay increase.

I do not like the quality or variety of food the cafeteria serves our students, the calendar for the 2016/2017 school year and the correlation between the effort and dedication our staff has given to the great improvement of our school, and the stagnant financial recognition of those efforts. Our teachers have worked longer and harder with little or no pay increases along with the rising cost of living over the last 10 years.

I dislike that as a teacher, we constantly feel stressed and overwhelmed with the work load.

The argumentative atmosphere of some staff towards the changes being made.

The stress level of teachers is unhealthy!

The age of the technology and the dependability of what little technology is available. Also, the structure put in place to maintain technology in the school building.

26c. Teacher/Staff Perception Data

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

Collaboration and coordination of Support Staff and Services with General Education

Celebration of the Children, Learning and Improvement Throughout the School Year

Implementation of Startegies to Increase Parent/Family Engagement

Increased Support of Data Analysis Procedures and Protocols to Use Data for Instructional Change and improved student Achievement

27a. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data not available at the building level. Please see District school improvement report for additional stakeholder/community perception information.

27b. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data not available at the building level. Please see District school improvement report for additional stakeholder/community perception information.

27c. Stakeholder/Community Perception Data

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

Stakeholder/Community Perception Data not available at the building level. Please see District school improvement report for additional stakeholder/community perception information.

Summary

28a. Summary

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

When analysis the data-demographic, process, achievement/outcomes and perception for Kent City Elementary, several strengths become apparent. Strong building leadership and engaged staff are committed to growing in excellence everyday. The building culture is one that encourages adults and children to take risks and continue growing. The increased diversity within the school and community provide additional opportunities for learning around cultural awareness and the celebration of diversity. Students, parents and staff take pride in being a part of the Kent City Elementary school community.

Much work has been done to align curriculum, assessment and instruction in reading, writing and mathematics. Teachers feel supported as they continue to strengthen instruction in these content areas through the layers of professional support that are available. These supports including grade-level professional learning, learning labs and instructional rounds are highly engaging and result in real instructional change. Local data shows that student achievement is improving as a result of these efforts.

This review process also revealed several challenges that still exist. Low achievement still exists among students in subgroup populations. Parent engagement remains relatively low throughout the school, and curricular challenges still exist in the areas of social studies and science. Staff has also indicated that assessment data needs to be more relevant, focused on instructional change and drive student support initiatives. Each of these areas provides an opportunity for Kent City Elementary to grow in excellence.

28b. Summary

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

The lack of vertical alignment of curriculum with common instructional practices and assessments in social studies and science result in uneven student achievement from one grade to the next. A lack of common vocabulary and knowledge base as students progress from year to year results in lower achievement.

The lower achievement that still exists among students in subgroup populations is most likely a result of several factors. Processes to improve the examination of classroom and individual student data are needed to monitor the progress of subgroups and individuals. Staff has also indicated that assessment data needs to be more relevant, focused on instructional change and drive student support initiatives. In addition, teachers may not have the instructional strategies and understanding to best meet the learning needs of these populations.

Parent engagement remains relatively low at KCE. Research has shown that parent involvement in a child's education is a key component in achieving at higher levels.

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?

The lack of vertical alignment of curriculum with common instructional practices and assessments in social studies and science will be addressed as a vertical alignment of these content areas will take place in the next few years. This review will include a guaranteed and viable curriculum, common instructional practices and a balanced assessments.

Processes to improve the examination of classroom and individual student data are needed to monitor the progress of subgroups and individuals will be focus for this year's work at grade levels and across the district. Teachers will also receive professional development and instructional coaching to support research-based instructional strategies to best meet the learning needs of subgroup populations. Additional interventions and supports will be offered both during and after school for eligible students.

KCE will review building culture and create additional opportunities for parent engagement. Throughout the school year, information will be gathered and monitored on volunteerism and engagement. In addition, KCE will seek outside consultation to learn about successful parent engagement strategies.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes		

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not Applicable.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mike Weiler Superintendent 200 North Clover St. Kent City, MI 49330 (616) 678-7714	

School Improvement Plan

Kent City Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
9.	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. 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 Kent City Elementary staff conducted the comprehensive needs assessment by having the members of the building leadership team collect, analyze and summarize data to identify needs in the instructional programs and processes.

This data collection included staff gathering student, staff and community demographic data. Pupil accounting records were used as well as information about the community from www.city-data.com.

The staff conducted a staff and parent survey in Spring of 2016. The schoolwide team reviewed the responses from both stakeholder groups to identify needs for staff and parents.

The team also completed the school process rubrics and allowed input from all staff members. All staff members received an electronic copy to review and provide feedback prior to submission.

Lastly, the building leadership team reviewed, analyzed, and summarized the state and local assessment data to identify the schoolwide goals.

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?

Results obtained from the data collection include:

Community Demographic Results from www.city-data.org:

Kent City is a small, rural agricultural community in Kent County Michigan. There are more females than males. The median average income of the community members is \$35,320, while this is much lower than the Michigan median of \$46,859. The ethnic population is predominantly Caucasian and Hispanic. The median cost of a home in Kent City has fallen to \$87,681, which is much lower than the State average of \$115,700.

Staff Demographics:

Kent City Elementary School is a PK-5 building. There are 2 administrators, 42 certified staff, and 12 paraprofessionals. Music, PE, Art, Computers, and Spanish are offered to students. There is a School Social Worker and Psychologist to assist the itinerant staff from the ISD.

Student Demographics:

There are 745 PK-5 students in the building, which includes 85 migrant students. The free/reduced lunch rate is 67% poverty. The ethnicity of the students is predominantly Caucasian and Hispanic, with limited African American, Asian, and Native American.

Staff Perception Data from Spring 2016 Staff Survey:

Purpose and Direction - 3.59 out of 5

Governance and Leadership - 3.72 out of 5

Teaching and Assessing for Learning - 3.84 out of 5

Resources and Support Systems - 3.97 out of 5

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Using Results for Continuous Improvement - 3.81 out of 5

Focus areas from the 2016 parent survey include:

1. Smaller Class Sizes
2. More frequent communication
3. Consistent Communication between Home and School of Behavior and Academic Concerns
4. Information in Preferred Language

Staff Perception Data from Spring 2016 Staff Survey:

Purpose and Direction - 4.03 out of 5

Governance and Leadership - 4.00 out of 5

Teaching and Assessing for Learning - 3.62 out of 5

Resources and Support Systems - 3.78 out of 5

Using Results for Continuous Improvement - 3.91 out of 5

Focus areas for staff include:

1. More training on the National Common Core Standards and Alignment
2. More time for planning and collaboration
3. More staff training in Workshop Teaching/Mathematics
4. Curriculum Support/Pacing Guides in the area of ELA and Mathematics
5. Curriculum Development in the Areas of Science and Social Studies
6. Stronger Mentoring Program for New Staff

School Process Rubrics:

As a result of the staff completing the school process rubrics, the following areas were rated partially implemented:

Strand I: Teaching for Learning - Standard 1: Curriculum - Indicator A: Alignment

Strand I: Teaching for Learning - Standard 1: Curriculum - Indicator B: Coherence

Strand I: Teaching for Learning - Standard 2: Instruction - Indicator D: Effective Instructional Practices

Strand I: Teaching for Learning - Standard 3: Assessment - Indicator G: Assessment System

Strand I: Teaching for Learning - Standard 3: Assessment - Indicator H: Shared Understanding

Strand I: Teaching for Learning - Standard 3: Assessment - Indicator I: Data Analysis and Decision-Making

Strand I: Teaching for Learning - Standard 3: Assessment - Indicator J: Student Involvement in the Assessment Process

Strand II: Leadership for Learning - Standard 4: Instructional Leadership - Indicator K: A Vision for Learning

Strand II: Leadership for Learning - Standard 4: Instructional Leadership - Indicator M: Results-Focused

Strand II: Leadership for Learning - Standard 5: A Culture for Learning - Indicator O: Shared Leadership for Learning

Strand II: Leadership for Learning - Standard 6: Organizational Management - Indicator R: Resource Allocation

Strand III: Professional Learning Culture - Standard 7: Professional Learning Culture - Indicator T: Collective Responsibility

Strand III: Professional Learning Culture - Standard 8: Professional Learning System - Indicator U: Purposeful Planning

Strand III: Professional Learning Culture - Standard 8: Professional Learning System - Indicator V: Impact of Professional Learning

Strand IV: School, Family, and Community Relations - Standard 9: Communication - Indicator W: Approaches and Tools

Strand IV: School, Family, and Community Relations - Standard 9: Communication - Indicator X: Cultural Responsiveness

Strand IV: School, Family, and Community Relations - Standard 10: Engagement - Indicator Y: Learning Opportunities

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Kent City Elementary School

Strand IV: School, Family, and Community Relations - Standard 10: Engagement - Indicator Z: Partnerships

MOST RECENT STATE SUMMATIVE ASSESSMENT DATA

2014-2015 MSTEP ELA Results

Percent Proficient All Students

3rd Grd. - 54.7% (4.7% Above State Average)

4th Grd. - 47.7% (1.1% Above State Average)

5th Grd. - 42.7% (6% Below State Average)

Percent Proficient Male/Female Comparison

3rd Grd. - Male 54.8% /Female 54.5% - <1% Achievement Gap

4th Grd. - Male 36.4% /Female 59.3% - 23% Achievement Gap

5th Grd. - Male 37.1% /Female 46.8% - 9% Achievement Gap

Percent Proficient Hispanic Students

3rd Grd. - 26.3% (11% Below State Average) - 34% Achievement Gap Between Hispanics & Whites

4th Grd. - 24% (9% Below State Average) - 30% Achievement Gap Between Hispanics & Whites

5th Grd. - 0% (35% Below State Average) - 35% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

3rd Grd. - 22.2% (12% Below State Average) - 39% Achievement Gap Between ELL & Non-ELL

4th Grd. - 15.8% (8% Below State Average) - 38% Achievement Gap Between ELL & Non-ELL

5th Grd. - NOT APPLICABLE

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

3rd Grd. - 48.6% (13% Above State Average) - 19% Achievement Gap Between ED & Not ED

4th Grd. - 35.6% (5% Above State Average) - 26% Achievement Gap Between ED & Not ED

5th Grd. - 34% (2% Above State Average) - 22% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

3rd Grd. - NOT APPLICABLE

4th Grd. - 10% (7% Below State Average) - 42% Achievement Gap Between SWD & Not SWD

5th Grd. - NOT APPLICABLE

Grades 3 - 5 ELA M-STEP Claim Discipline Performance Average

Listening Average - 44%

Reading Average - 45%

Research and Inquiry - 43%

Writing - 53%

2014-2015 MSTEP MATH Results

Percent Proficient All Students

3rd Grd. - 46.2% (2% Below State Average)

4th Grd. - 34.9% (6% Below State Average)

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5th Grd. - 14.6% (19% Below State Average)

Percent Proficient Male/Female Comparison

3rd Grd. - Male 50% /Female 40.9% - 10% Achievement Gap

4th Grd. - Male 36.4% /Female 33.3% - 2% Achievement Gap

5th Grd. - Male 14.3% /Female 14.9% - <1% Achievement Gap

Percent Proficient Hispanic Students

3rd Grd. - 31.6% (4% Below State Average) - 19% Achievement Gap Between Hispanics & Whites

4th Grd. - 20% (7% Below State Average) - 18% Achievement Gap Between Hispanics & Whites

5th Grd. - 0% (19% Below State Average) - 16% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

3rd Grd. - 22.2% (15% Below State Average) - 29% Achievement Gap Between ELL & Non-ELL

4th Grd. - 10.5% (12% Below State Average) - 39% Achievement Gap Between ELL & Non-ELL

5th Grd. - NOT APPLICABLE

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

3rd Grd. - 41.7% (8% Above State Average) - 14% Achievement Gap Between ED & Not ED

4th Grd. - 28.8% (3% Above State Average) - 13% Achievement Gap Between ED & Not ED

5th Grd. - 14% (4% Below State Average) - 2% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

3rd Grd. - NOT APPLICABLE

4th Grd. - 0% (17% Below State Average) - 38% Achievement Gap Between SWD & Not SWD

5th Grd. - NOT APPLICABLE

Grades 3 - 5 MATH M-STEP Claim Discipline Performance Average

Communicating and Reasoning - 28%

Concepts and Procedures - 47%

Modeling and Analysis - 23%

Problem Solving - 34%

2014-2015 MSTEP SCIENCE Results

Percent Proficient All Students

4th Grd. - 9.2% (3% Below State Average)

Percent Proficient Male/Female Comparison

4th Grd. - Male 14.5% /Female 3.7% - 11% Achievement Gap

Percent Proficient Hispanic Students

4th Grd. - 4% (1% Below State Average) - 5% Achievement Gap Between Hispanics & Whites

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Percent Proficient ELL/Not ELL Comparison

4th Grd. - 5.3% (3% Above State Average) -5% Achievement Gap Between ELL & Non-ELL

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

4th Grd. - 5.1% (<1% Below State Average) - 9% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

4th Grd. - 0% (4% Below State Average) - 10% Achievement Gap Between SWD & Not SWD

Grades 4th SCIENCE M-STEP Claim Discipline Performance Average

Earth Science - 69%

Life Science - 64%

Physical Science - 64%

Scientific Processes - 70%

2014-2015 MSTEP SOCIAL STUDIES Results

Percent Proficient All Students

5th Grd. - 13.4% (9% Below State Average)

Percent Proficient Male/Female Comparison

5th Grd. - Male 11.4% /Female 14.9% - 4% Achievement Gap

Percent Proficient Hispanic Students

5th Grd. - 0% (12% Below State Average) - 15% Achievement Gap Between Hispanics & Whites

Percent Proficient ELL/Not ELL Comparison

5th Grd. - NOT APPLICABLE

Percent Proficient Economically Disadvantaged (ED)/Not Economically Disadvantaged (Not ED) Comparison

5th Grd. - 8% (2% Below State Average) - 14% Achievement Gap Between ED & Not ED

Percent Proficient Students With Disabilities (SWD)/Not Disabled (Not SWD) Comparison

5th Grd. - NOT APPLICABLE

5th Grade SOCIAL STUDIES M-STEP Claim Discipline Performance Average

Civics and Government - 48%

Discourse and Decision Making - 57%

Economics - 33%

Geography - 49%

History - 42%

MOST RECENT LOCAL ASSESSMENT DATA

DEVELOPMENTAL READING ASSESSMENT 2 (DRA2)

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Percent of All Students Meeting or Exceeding Benchmark Spring 2016

Kindergarten - 56% (Increase of 10% from 2014-2015)

1st Grd. - 68% (Increase of 1% from Spring 2015)

2nd Grd. - 72% (Decrease of 5% from Spring 2015)

3rd Grd. - 77% (Increase of 17% from Spring 2015)

SCHOLASTIC READING INVENTORY (SRI)

Percent of All Students Meeting or Exceeding Benchmark Spring 2016

4th Grd. - 64% (Increase of 12% from Spring 2015)

5th Grd. - 54% (Increase of 6% from Spring 2015)

DIBELS

Percent of All Students at Core/Meeting Benchmark Spring 2016

Kindergarten - NOT APPLICABLE

1st Grd. - 54% (Increase of 2% from Spring 2015)

2nd Grd. - 66% (Increase of 4% from Spring 2015)

3rd Grd. - 61% (Decrease of 6% from Spring 2015)

4th Grd. - 66% (Increase of 9% from Spring 2015)

5th Grd. - 59% (Increase of 7% from Spring 2015)

Conclusions:

STUDENT ACHIEVEMENT

Sub-groups that showed major discrepancies between groups included in all core areas included: LEP, Migrant, Economically Disadvantaged, and Students with Disabilities. There were slight discrepancies between males and females in some areas. Local reading data shows improvement in all grade levels in reading achievement.

Based on the data results and reflections, the following goals have been developed for all students

1. All students will be proficient in Reading.
2. All students will be proficient in Math.
3. All students will be proficient in Writing.

Goals for individual subgroups of students will be determined as needed.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The district took another step forward in merging the district's strategic plan with the staff development plan. All professional development has been incorporated to support the district wide learning initiatives. A

District Improvement Process has been initiated to involve all building level administrators collaborating with Central Office staff and teacher lead, to develop a template for professional development. The template balances key district level goals with local building level goals. Staff at each building are engaged collaboratively to determine specific professional development activities at the building level. The resulting professional development program offered to staff encompasses district level, local building level, and classroom teacher level needs.

Through a partnership with the ISD, Kent City Community Schools uses a system called IGOR to evaluate student performance data in a variety of learning areas. Staff continue to be trained and supports continue to be provided through Kent ISD to support data driven instruction in our classrooms. A task force of ISD staff have formed a working partnership with District Improvement chairs who are teacher leaders in our district to align curriculum and implement best practices targeting priority standards focused on the data that itemizes the challenges at hand in specific areas of instruction.

At each building, a school improvement team works in collaboration with administration to review student performance data and make decisions in the best interest of students. Data analysis is a challenge because of limited availability to allocate specific staff to this key issue. This challenge has been addressed through utilizing supports and access to key data experts at Kent ISD. The ongoing collaboration between district staff and ISD staff continues to support data driven best practices. We have been more able to identify areas of concern and use data to modify an instructional approach both at the core subject area and department level.

A review of our balanced assessment data was taken into account when goals were identified. Research based strategies and activities were chosen based on multiple pieces of qualitative and quantitative data.

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?

A review of our balanced assessment data was taken into account when goals were identified. Research based strategies and activities were chosen based on multiple pieces of qualitative and quantitative data using both academic and perception data.

The school improvement goals have components that target both the whole school population as well as programs that focus more specifically on children who are disadvantaged or at-risk in some way.

Component 2: Schoolwide Reform Strategies

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

Schoolwide strategies include gradual release, EBLI (Evidence Based Literacy Instruction), timely and additional assistance for instruction, reader's / writer's workshop (MAISA units), math workshop (Georgia math units), and Learning Labs. Specific strategies from SIOP (Sheltered Instructional Observation Protocol) will be implemented to increase access and comprehension for all students.

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).

The staff at Kent City Elementary will use the funding sources and resources listed above to implement the 10 schoolwide components plus evaluation.

1. Comprehensive Needs Assessment - gather and discuss data from 4 sources - General funds and Title I Part A funds were used to pay for the staff salaries of the team that gathered the data.
2. Schoolwide Reform Strategies - implementing schoolwide strategies from Goals Management for all students as well as for those students identified as being at-risk - General funds, Title I Part A, Section 31a, Title II Part A
3. Highly Qualified Professional Staff - ensuring that all instructional staff are highly qualified annually - General Funds
4. Strategies to Attract and Retain HQ Staff - marketing to attract high quality, highly qualified staff to work at Kent City Elementary - General Funds, School Fundraiser money, Title II Part A, Valley Ridge Community Foundation
5. High Quality Professional Development - providing staff PD that aligns with the needs of the comprehensive needs assessment and strategies/activities in goals management: Training on curriculum development and Comprehension Strategies - General funds, Title I Part A, or Title II Part A
6. Parent Involvement - annual Title I meeting, Parent Reading Night, Parent Math Night - Title I Part A, General funds, PTCO
7. Preschool Transition Strategies - encourage area 4 year olds to visit Kindergarten classrooms at least twice a year - General funds, GSRP funds
8. Teachers Making Assessment Decisions - teachers develop or purchase/adopt/adapt local assessments and the timelines in which they will be used - General funds
9. Timely and Additional Assistance - Title I programs and personnel costs, summer school, after school, parent involvement, etc... - Title I Part A
10. Coordination and Integration of Federal, State, and Local Programs and Resources - ensuring no supplanting is occurring with Federal or State grant funds - General Funds

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

Schoolwide strategies include gradual release, EBLI (Evidence Based Literacy Instruction), timely and additional assistance for instruction, reading/writing workshop, math workshop, SIOP training and implementation and Learning Labs.

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.

Summer take home book program, after school programs for students and parents, Rtl - Tier 2 small group support for math and reading and Tier 3 one on one support for reading. Differentiated and individualized instruction, gradual release and questioning techniques. Teachers trained to implement SIOP strategies.

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

Triangulation of reading data, grade level data conversations, building School Improvement Team discussions and data analysis. Analysis of pre and post common grade level Unit Math Tests.

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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	100% of the instructional paraprofessionals at Kent City Elementary are highly qualified as required by the NCLB Act. All instructional paraprofessionals have either an Associate's Degree, 60 college semester credit hours, or has passed the WorkKeys assessments in reading, writing, and math. 4/8 of the building instructional paraprofessionals are certified teachers. Credentials are on file at Central Office.	

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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	100% of the teachers at Kent City Elementary are highly qualified as required by the NCLB Act. The teaching credentials are on file at the Central Office and they are reported annually in the Registry of Educational Personnel (REP) report to MDE.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate - The average length in a teaching position is 6.15 years at a given grade level.
The teacher turnover rate for this school is low.

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

Teaching experience level of key teaching and learning personnel includes:

Teachers in the given range of years taught:

0-3 years - 5

4-8 years - 10

9-15 years - 8

16+ years - 20

The average number of years teaching in Kent City is = 14 years.

The average number of years in teaching are = 14.6 years.

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

Strategies that Kent City Elementary does to attract high quality teachers to this school include:

1. Competitive compensation and benefits
2. Small community, friendly atmosphere
3. Federal Loan Forgiveness Eligibility for working in low income district for 5 years
4. Daily team planning with colleagues
5. Smaller Class Sizes
6. Daily enrichment classes are offered to students
7. Professional development is offered to all staff
8. Community and parent support - Parent Teacher Community Organization (PTCO)
9. After Hours Building Level Access
10. A district that values communication
11. Fostering a collaborative culture
12. Enhanced our hiring practices through the use of technology and interview teams.

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

1. Competitive compensation and benefits
2. Small community, friendly atmosphere
3. Federal Loan Forgiveness Eligibility for working in low income district for 5 years
4. Daily team planning with colleagues
5. Smaller Class Sizes
6. Daily enrichment classes are offered to students
7. Professional development is offered to all staff
8. Community and parent support - Parent Teacher Community Organization (PTCO)
9. After Hours Building Level Access
10. A district that values communication
11. Implementation of a district wide school improvement process involving all staff.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

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.

Learning Labs - Writing/Writing/Math
ELA - Evidence Based Literacy Instruction (EBLI)
All content - gradual release and book study
questioning/conferring techniques
open-ended questions developing thinking and discussion among students
Grade level specific Common core training with ISD consultants
Cognitive Coaching
Curriculum Consultant training in research based instructional practices
Literacy Coaches Network
Best Practices in Language and Literacy for ELL
Building team joining Math Network at KISD
Sheltered Instruction Observation Protocol (SIOP)

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

District supports book study that engages learning in gradual release, common core and questioning techniques.
District ISD consultants and workshops support goal work at each grade level with individualized focus based on common core standards.
Staff meetings and grade level teams reinforce, discuss and support the learning.
Research articles are consistently sent to staff on current topics.
Ongoing Staff Evaluation and monitoring growth through the 5D+

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in developing this schoolwide plan by completing surveys, and through participation on the school improvement team throughout the school year.

There are avenues for feedback with parents through principal's attendance PTCO meetings on a regular basis.

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

Parents will be involved in the implementation of this plan by participating in the school improvement process, attending the parent trainings, completing surveys, attending parent teacher conferences, and communicating with school staff on a regular basis to monitor their child's learning.

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

Parents will be involved in evaluating the parent involvement activities of the school improvement plan by completing an annual survey to rate the level of satisfaction and effectiveness for working with their children at home.

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		Kent City Elementary Parent Involvement Plan

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

Kent City Elementary staff implements strategies to meet the NCLB Section 1118 Activities. These include:

- 1) Kent City Elementary staff assists parents in understanding the State's Content Expectations and Assessments and how to monitor their child's progress. This is done by sharing Standards-Based report cards with parents each quarter. Parent MEAP reports are given to parents to help them monitor their child's progress. Teachers share information on student progress during Parent/Teacher Conferences.
- 2) Kent City Elementary staff provides materials and training to help parents work with their children. This is done by offering family nights to offer parent/students curriculum trainings on how to work with their children at home. At some grade levels, a book in the bag program is utilized, as well as Accelerated Reader books for students in grades 1-5. Staff share tips for working with their children home at Parent/Teacher

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Conferences also. Staff shares websites with parents as educational resources to use at home.

3) Kent City Elementary staff is trained annually on effective ways to build parent involvement. This is done by sharing research-based strategies from Joyce Epstein and the National Network of Partnership Schools. Kent City Elementary School has a team that was trained at the Kent ISD on the NNPS process and a plan was developed. Staff will review and implement plan components each year.

4) Kent City Elementary staff collaborates with other programs to coordinate parent involvement. This is done by coordinating during March is Reading Month with the Kent District Library, Head Start for Preschool information, Parent ARE Teachers program for EL families, the YMCA Liaison coordinates health and wellness activities with school staff and families.

5) Kent City Elementary staff provides information to parents in a language and format that parents can understand. This is done by providing interpreters at Parent/Teacher Conferences or as needed, sending information home to parents in multiple languages as needed, and making sure the district and building newsletters are parent-friendly and free of educational jargon.

Kent City Elementary staff provides other reasonable support for parents as necessary. This is done by offering alternate Parent/Teacher Conferences, conference calls as opposed to face to face, home visits as needed, provide materials for parents whose children are home for an extended period of time due to illness and homebound services can be offered, sending extra school work for families that are taking an extended vacation, and assisting parents in finding tutors as needed.

f) Kent City Elementary staff provides full opportunities for participation of parents with Limited English Proficiency, or with Disabilities, and for parents of Migratory children. This is done by offering information to parents in their home language, offering interpreters as needed, providing support to the Migrant families through the district's Migrant Liaison, and offering a handicap accessible building which includes Braille room signs, wheelchair accessible ramps, entrances and bathrooms.

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

At Kent City Elementary the parent involvement of the schoolwide plan will be evaluated using attendance and survey data.

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

Kent City Elementary will use the data collected from surveys to analyze, evaluate, and implement the best practices for the future.

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

Through the schoolwide transitioning process the current TAS Title I Home-School Compact was reviewed with parent input. This compact was updated for the current school year.

The compact will be shared with each parent at Parent/Teacher Conferences in the fall of 2016 by the classroom teacher. The compact is attached in the supporting documentation of this plan.

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

The compact will be shared with each parent and cosigned by the classroom teacher and parent at Parent/Teacher Conferences in the fall of 2016.

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		Kent City Elementary Title I Parent-School Compact

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

Kent City Elementary provides individual student academic assessment results, including interpretation of those results, in a language the parents can understand at parent teacher conferences. Other ways we accomplish this are WIDA results, report cards, newsletters, e-mails, phone calls, and parent list serves. These types of information are communicated in a parent friendly manner and are shared in a family's native language when appropriate.

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?

Kent City Elementary Preschool and Kindergarten staff collaborate on ways to implement the preschool transition strategies. Area four year olds are invited to come to the Kindergarten classrooms to learn routines and build confidence in coming to Kindergarten.

1. Early May - Classroom Visit - activities planned with PreK/K Staff
2. Late May - Classroom Visit - activities planned with PreK/K Staff

Parents of preschool age children are provided with an opportunity to meet and greet Kindergarten teachers at a Kindergarten Round Up/Orientation in March or April of each year, where they are given curriculum information, daily schedules, enrollment information, and a take home packet of information including resources. Parents are given an opportunity to informally talk to kindergarten teachers after an informative PowerPoint presentation.

Preschool children are given a Kindergarten Transition Kit in May which includes a Kindergarten Resource Book filled with information about Kindergarten Readiness, school contact information, enrollment guidelines, literacy resources and support strategies. Children are also given a "Summer fun" packet to support learning over the summer.

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?

Parents of preschool age children are provided with an opportunity to meet and greet Kindergarten teachers at a Kindergarten Round Up/Orientation hosted in April or May of each year where they are given curriculum information, daily schedules, and an opportunity to informally talk to Kindergarten teachers.

Preschool teachers observe Kindergarten classrooms 3 times throughout the school year to stay current on strategies and skills that preschool age children will need when they enter Kindergarten. In addition, Preschool teachers meet with Kindergarten teachers informally as needed throughout the year and formally 3 times a year to stay informed.

Parents are invited to attend a meeting that is hosted by KISD that disseminates local and countywide data showing strengths and opportunities as well as activities parents can do at home.

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?

Grade level representatives form a building leadership team. This team collectively researches and selects local assessments to be used in the classroom to assess student learning based on the intention and purpose of the assessment.

Grade level teams and administration agree upon the timelines for assessing students, and staff assess students three times a year (September, January, and May) in writing, reading fluency, reading comprehension, and math. Science and Social Studies assessments were adopted from the current science and social studies curriculum that is aligned with the adopted science and social studies curriculum of the State of Michigan. They are given by unit, at different times, in each grade level.

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

Once assessments are given, staff use results to identify students at-risk in grade level collaborative teams. Staff also use the assessment results at grade level meetings to drive instructional practices and make mid course corrections based on student results. Data analysis conversations and reflections are regularly scheduled.

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.

Students that are not mastering the State's academic achievement standards in Reading and Writing are identified using Dibels Next, PASI from 95% Group, DRA Running Records, Integrated theme tests, Common Core Standards, and teacher observations.

Students are identified in math using CBM math, and Common Core assessments.

Students who are not yet proficient in Science and Social Studies content expectations are identified for Title I services through integration of Science and Social Studies informational reading. Student proficiency from Common core assessments are used to determine eligibility.

Students are prioritized for Title I services based on greatest need.

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?

Title I Services are offered as Timely and Additional opportunities for students to accelerate their learning to close the achievement gap. Services offered at Kent City Elementary in the core areas include:

1. Reading: Students that are not meeting academic standards receive additional interventions to meet their needs. Students data is analyzed with classroom teachers, principals, the intervention team and instructional groups are established. Student achievement and improvement is monitored frequently to update intervention groups and keep them appropriately placed. Those students that are not making progress in Tier 2 will receive an additional time in Tier 3. This is usually done in a one-on-one setting. Instruction is differentiated to meet the needs of students.

2. Math: Students who are not meeting the State standards receive Tier 2 math intervention as needed. This is offered daily in grades 1-5.

3. Science: Students that are not meeting state academic standards are provided intervention using informational text and computer programs. This is provided in intervention, summer camp, and after school.

4. Social Studies: Students that are not meeting state academic standards are provided intervention using informational text and computer programs. This is provided in intervention, summer camp, and after school. Summer School and After School are also offered to students not yet mastering the State's Content Expectations.

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

Teachers use a variety of strategies to meet these students' needs, including: more time, EBLI, oral reading, partner grouping, pre and post testing, individualized assignments and expectations according to academic ability. Reading, Writing and Math workshops help differentiate

instruction in the classroom and meet individual students 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.

The school improvement team, and greater staff, will ensure the use of all funding sources to implement the schoolwide components of the plan. The strategies for all students, at risk students, parent involvement and professional development will be implemented with general funds as well as grant dollars and other local resources.

Federal, State and Local funds and resources that will be integrated into the schoolwide program include:

1. General Fund
2. Title I, Part A
3. Section 31a
4. Title II, Part A
5. Parent/Teacher/Community Organization Funds
6. Valley Ridge Community Foundation
7. Title III English Learner/ Immigrant Funds
8. Title I Part C Migrant Education Program Funds
9. GSRP
10. School Fundraisers
11. Grants Awarded to KCE

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.

The staff at Kent City Elementary will use the funding sources and resources listed in question 1 to implement the 10 schoolwide components plus evaluation.

1. Comprehensive Needs Assessment - gather and discuss data from 4 sources - General funds and Title I Part A funds were used to pay for the staff salaries of the team that gathered the data.
2. Schoolwide Reform Strategies - implementing schoolwide strategies from Goals Management for all students as well as for those students identified as being at-risk - General funds, Title I Part A, Section 31a, Title II Part A
3. Highly Qualified Professional Staff - ensuring that all instructional staff are highly qualified annually - General Funds
4. Strategies to Attract and Retain HQ Staff - marketing to attract high quality, highly qualified staff to work at Kent City Elementary - General Funds, School Fundraiser money, Title II Part A, Valley Ridge Community Foundation
5. High Quality Professional Development - providing staff PD that aligns with the needs of the

comprehensive needs assessment and strategies/activities in goals management: Training on curriculum

development and Comprehension Strategies - General funds, Title I Part A, or Title II Part A

6. Parent Involvement - annual Title I meeting, Parent Reading Night, Parent Math Night - Title I Part A, General funds, PTCO, Parents ARE Teachers Program

7. Preschool Transition Strategies - encourage area 4 year olds to visit Kindergarten classrooms at least twice a year - General funds, GSRP funds

8. Teachers Making Assessment Decisions - teachers develop or purchase/adopt/adapt local assessments and the timelines in which they will be used - General funds

9. Timely and Additional Assistance - Title I programs and personnel costs, summer school, after school, parent involvement, etc... - Title I Part A

10. Coordination and Integration of Federal, State, and Local Programs and Resources - ensuring no supplanting is occurring with Federal or State grant funds - 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.

Kent City Elementary staff coordinate Federal, State and Local programs and services to include the following:

1. Violence prevention programs, which is Positive Behavior Intervention Support, a strategy used to reduce student conflicts and increase responsible behaviors.

2. Nutrition programs, which offers the local YMCA coming into the school to teach nutrition lessons in PK-5 grade; the school also participates in the National School Lunch Program.

3. Housing programs, is not offered at the elementary school, however, the district has a Homeless Liaison to assist families in need of housing or resources.

4. Great Start Readiness Program, offered for area 4 year olds in the school.

5. Adult education, which is a program no longer offered at Kent City.

6. Vocational and technical education, and job training are programs that are offered through the Kent Intermediate School District for students in the high school grades.

Evaluation:

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

The Kent City Elementary staff has developed a monthly calendar of School Improvement Activities and will monitor the implementation of these activities at the once a month school improvement/building leadership team meetings. The team will use the MDE program evaluation tool to monitor the progress of the goal area objectives to see whether or not the students are reaching the identified targets at the end of each school year.

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 school improvement team will evaluate the effectiveness of the Title I interventions using local data on an annual basis. The team will also use the MDE program evaluation tool to document the results.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school improvement team will meet monthly to review programs and processes (strategies and activities) of the schoolwide plan to monitor the progress of all students. The school improvement team will reflect on the data results and revise the plan as necessary, which includes updating the CNA annually as well. Data analysis and reflection by staff regularly occurs throughout the school year in reading, writing and math.

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 team will meet monthly to review programs and processes (strategies and activities) of the schoolwide plan to monitor the progress of all students. The school improvement team will reflect on the data results and revise the plan as necessary, which includes updating the CNA annually as well. Data analysis and reflection by staff regularly occurs throughout the school year in reading, writing and math. The school improvement team can freely modify or revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students.

2016 - 2017 Kent City Elementary School Improvement Plan

Overview

Plan Name

2016 - 2017 Kent City Elementary School Improvement Plan

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 Kent City Elementary will be proficient in reading.	Objectives: 3 Strategies: 6 Activities: 20	Academic	\$570853
2	All students at Kent City Elementary will be proficient in writing.	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$67300
3	All students at Kent City Elementary will be proficient in mathematics.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$61000
4	All students at Kent City Elementary will be proficient in science.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$60000
5	All students at Kent City Elementary will be proficient in social studies.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$60000

Goal 1: All students at Kent City Elementary will be proficient in reading.

Measurable Objective 1:

55% 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 , at a level equal to or higher than the state expectation in English Language Arts by 06/30/2017 as measured by scores reported on the annual State Assessment..

Strategy 1:

implementation of EBLI - All teachers will be implementing EBLI (Evidence Based Literacy Instruction) strategies in their classrooms.

Evidence-Based Literacy Instruction (EBLI) is an effective, efficient, revolutionary method of instruction to teach reading. It is a system of research-based literacy skills, concepts, and strategies that teach learners of any age or ability level to read, spell, and write to their highest potential.

Category:

Tier: Tier 1

Activity - EBLI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All untrained staff will receive three days of EBLI Training.	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	\$9000	Title II Part A	Elementary Principal and Kent City Elementary Faculty
Activity - EBLI Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will be able to efficiently infuse instruction into their current curriculum that improves students' reading and writing proficiency.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	\$0	No Funding Required	All Classroom teachers.
Activity - EBLI Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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We will host the EBLI Consultant to come in three times per year to model lessons in a lab classroom format. We will also have our consultant observe teachers implementing EBLI strategies and provide feedback.	Professional Learning	Tier 1		09/08/2015	06/30/2016	\$2800	Title II Part A	KCE administrators, teaching staff.
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Strategy 2:

Timely and Additional Academic Support for Differentiated Instruction - All academic supports and extensions will be determined using student data. Multiple data sources will determine entrance and exit criteria and inform decisions regarding extension and remediation opportunities.

Category:

Research Cited: * Better Learning Through Structured Teaching, Fischer, D. and Frey, N. (2008). Virginia: ASCD (2008). *Focus: Elevating the Essentials - To Radically Improve Student Learning, Schmoker, Michael J. (2011)

Tier: Tier 2

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Activity - Instructional Support - Title I Part A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All interventions and supports will be determined by student eligibility for Title I Part A services as defined and approved by the Michigan Department of Education requirements and criteria.</p> <p>Interventions and Supports Include the following:</p> <ul style="list-style-type: none"> - Response to Intervention - Tier Discussion Meetings - Title I Part A -Reading & Math Night 	Academic Support Program	Tier 2	Implement	09/01/2014	06/30/2018	\$194628	Title I Part A	Building Staff, Building Administration, Title I Staff
Activity - Academic Support - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All interventions and supports will be determined by student eligibility for At-risk Section 31a services as defined by the established Michigan Department of Education requirements and criteria.</p> <p>Interventions and Supports include:</p> <ul style="list-style-type: none"> - After School Intervention - Summer School - At-Risk Academic Interventionist 	Academic Support Program	Tier 2	Monitor	08/31/2015	06/30/2018	\$16000	Section 31a	Building Staff, Section 31a Staff, Building Administration
Activity - Behavioral Supports - Section 31a	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Behavioral Supports - Section 31a</p> <p>Supports and Interventions Include:</p> <ul style="list-style-type: none"> - At - Risk Social Worker - Positive Behavior Interventions and Supports 	Behavioral Support Program	Tier 2	Monitor	08/31/2015	06/30/2018	\$0	Section 31a	Building Staff, Building Administration, Section 31a At - Risk Social Worker

Strategy 3:

Aligned Curriculum, Assessment, & Instruction - Increase Reading Proficiency - The district will support teachers to ensure that curricula, assessments and instruction are horizontally and vertically aligned (1) through a focus on grade level collaborative teams to review data and adjust instruction, (2) a focus on common instructional practices, (3) guaranteed and viable curriculum implementation and monitoring,

Category: Career and College Ready

Research Cited: * Better Learning Through Structured Teaching, Fischer, D. and Frey, N. (2008). Virginia: ASCD (2008).

*Focus:Elevating the Essentials - To Radically Improve Student Learning, Schmoker, Michael J. (2011)

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Tier: Tier 1

Activity - Grade Level Collaborative Teams to Review Data and Adjust Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade Level and Building Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p> <ul style="list-style-type: none">- Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams.- Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning?- Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?" <p>Specialized consultants contracted to support building and collaborative team work and build capacity.</p>	Teacher Collaboration	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	General Fund	Building administration, Building Leadership Team, Certified staff.

Activity - Focus on Common Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices. This will be implemented and monitored through: -Classroom observations and walkthroughs -Learning Lab Reflections -Achievement Data Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Book Study Using Guided Instruction - Guided Instruction: How to Develop Confident and Successful Learners by D. Fisher and Frey -Individual Conferences and PD for Staff and Administration - Literacy Coaches Network, Cognitive Coaching, Readers/Writer's Workshop -Specialized Consultants contracted to support common instructional practices - EBLI, Seward Consultants, Kent ISD -Classroom Learning Labs - Teaching staff with Trained Facilitators - Continued Training with Reading Running Records and Diagnostic Reading Assessments Grades K-5	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$9617	Title II Part A	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.
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Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administration, and building leadership team will work collaboratively with teachers and staff to ensure Common Core Standards and common units of instruction are implemented, monitored, and assessed using current best practice. This will be implemented and monitored through: -Collaborative Grade Level Teams -Classroom Observations -Achievement Data Review -Specialized consultant contracted to support curriculum development and implementation.	Curriculum Development	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	General Fund	All K-5 Staff, Building Leadership Team, Building and District Administration.

Measurable Objective 2:

A 5% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency , at a level equal to or higher than the district and state expectations, in Reading by 06/30/2016 as measured by annual State and Local Assessments..

Strategy 1:

Language Support for English Acquisition - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.

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Category:

Tier: Tier 2

Activity - Core ESL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	General Fund	Title III Coordinator, ESL Facilitator, Building and District Administration
Activity - Professional Development for Teachers of English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
12 teachers of EL students trained in June of 2015 will receive 6 days of individual, grade level or small group SIOP coaching over the course of the school year. Substitute teachers hired for these days. 12 Kent City Elementary Staff will also receive Sheltered Instruction Observation Protocol (SIOP) training from a Kent ISD SIOP trainer in June of 2016. To facilitate this, KCCS will provide teachers a stipend for attending and a SIOP learning text.	Professional Learning	Tier 2	Implement	08/31/2015	06/30/2016	\$8395	Title III	Title III Coordinator, 24 Certified Staff Members, KISD SIOP Consultant, KCCS SIOP Coach
Activity - Immigrant Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are eligible for Title III Part D immigrant funds will have an Individual Development Plan (IDP) created to meet their unique academic concerns. Title III immigrant funds will be used to support the implementation of this IDP when allowable.	Academic Support Program		Implement	08/31/2015	06/30/2016	\$0	Title III	Title III Coordinator, ESL staff

Strategy 2:

Instructional and Family Support for Migrant Students - Title IC - All interventions and supports will be determined by student eligibility for migrant education services and priority for service as defined and approved by the Michigan Department of Education requirements.

Category:

Tier: Tier 3

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Kent City Elementary School

Activity - Educational and Resource Supports and Services for Migrant Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Educational and Resource Supports and Services for Migrant Families</p> <p>Migrant Identification and Recruitment Recruiter - Recruiting starts mid-August Estimated Wages, 2 staff for approximately 60 hours each. One staff member with extensive community knowledge and experience will be paid \$24 per hour and the other will be paid \$15 per hour. Mileage for recruiter and family liaison - 1000 miles at 0.565 per mile.</p> <p>Enrollment and Family Support</p> <p>A bilingual Migrant Family Home/School liaison will facilitate additional communication between home and school and aid parents in securing educational and community resources. 200 hours at \$24 per hour. This position will support migrant families by connecting them with additional school resources, promoting school events, staffing targeted enrollment events and guiding them through school procedures and processes.</p> <p>KCCS MEP Staff member to implement enrollment preparation strategies in the spring. The strategies include the planning and communicating with growers in the spring for 3 hours at \$24 per hour. Camp visits for 4 hours at \$24 per hour. Attendance at area migrant council and resource meetings for 3 hours at \$24 per hour.</p> <p>MEDS Data Entry and Maintenance by trained staff for 300 hours at \$15 - \$24 per hour.</p>	Policy and Process	Tier 3	Monitor	08/31/2015	06/01/2016	\$19022	Title I Part C	KCCS MEP Director, Migrant Family Home School Liaison, MEP Staff
Activity - Title IC Interventionist for Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title IC Interventionist to push in to non-ELA instruction providing academic support of LEP students with a focus on content area vocabulary and concept review.	Academic Support Program	Tier 3	Monitor	08/31/2015	06/30/2016	\$51840	Title I Part C	Title IC Coordinator Title IC Interventionist
Activity - Migrant After-school Science Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Five certified teachers and two paraprofessionals to provide a Title IC STEM after-school program using a model similar to a Tennessee SMP STEM program for approximately 50 migrant elementary students in grades K- 5. During this program students will focus on reading, writing, speaking and listening through peer collaboration, learning journals, diagramming, modeling and explaining. Resources used include: BrainPop Online Materials A-Z Reading Resources STEM Units iPads with applications Transportation home from the program Fall Learning Fiesta Parent Meeting to Wrap up the Program and share progress with Parents	Extra Curricular	Tier 3	Implement	09/15/2015	10/30/2015	\$14800	Title I Part C	KCCS MEP Director, After School Teaching Staff
Activity - Literacy Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 Family Literacy Tubs filled with books and literacy resources to be located at migrant camps at a cost of \$50 per tub. These tubs would include texts in both English and Spanish for families to read together, vocabulary activities, and language games. The tubs would be introduced, explained and modeled to parents and families at the eligibility and resource meeting at the beginning of the year. Feedback on use and effectiveness determined at Title 1c PAC meetings. Additional resources to be added over time to keep content new and in good condition.	Parent Involvement		Evaluate	08/25/2014	06/30/2015	\$0	Title I Part C	KCCS MEP Director, ESL Facilitator, Recruiter
Activity - Professional Development for MEP Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCCS MEP Staff to receive ongoing professional development to improve the services provided to migrant students and their families. Professional learning includes: MDE Special Populations Conference ISD Meetings and Training MDE Professional Development Opportunities	Professional Learning	Tier 3	Monitor	08/31/2015	06/30/2016	\$528	Title I Part C	KCCS MEP Director, KCCS MEP Staff
Activity - Migrant Parent Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kent City Elementary School

<p>Migrant parents are encouraged to join the Kent City Community Schhol Migrant Education Program Parent Advisory Council (KCCS MEP - PAC). This group participates in the West Michigan Fruit Ridge Area Migrant Regional Parent Advisory Council with five other migrant education programs in the area.</p> <p>Mileage for two vehicles to transport families to 2 Regional Migrant PAC Meetings in Coopersville MI. 40 mi. roundtrip X 2 trips X 0.565 per mi. = \$45 x 2 vehicles = \$90.</p> <p>Refreshments for 3 Local and 2 Regional Migrant PAC meetings for approximately 20 persons purchased through district nutrition services. 5 meetings x \$50 per meeting =\$250</p> <p>Staffing for 3 Local and 2 Regional Migrant PAC meetings. Childcare provided for 2 hours x \$15 per hour = \$30 X 5 meetings = \$150. MEP Staff member to coordinate and host 2 Local Migrant PAC Meetings (4 hours), 2 Regional Migrant PAC meetings (4 hours). 8 hours x \$24.00 per hr. = \$192.</p>	Parent Involvement		Implement	08/25/2014	06/30/2015	\$1000	Title I Part C	KCCS MEP Director, MEP Staff, Regional Directors, Migrant Parents
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Activity - Seasonal Migrant Literacy Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hiring of Five Highly Qualified Migrant Support Staff to provide supplemental academic and language through reading conferences at the secondary and elementary levels for migrant students during reading workshop using high interest student selected books. \$15.00 per hours x 30 hours a week x 9 weeks.</p> <p>Self- selected reading materials to be used for reading instruction. Supervised by classroom teacher with para providing services. \$20 per child for 200 migrant students to order 3 self selected books.</p>	Academic Support Program	Tier 3	Implement	09/07/2015	11/06/2015	\$33223	Title I Part C	KCCS MEP Director Seasonal MEP Interventionists

Measurable Objective 3:

30% of Students with Disabilities students will demonstrate a proficiency at a level equal to or higher than the state expectation in Reading by 06/30/2016 as measured by annual State Assessment.

Strategy 1:

Student with Disabilities in the area of Reading - Specific interventions will be used with the individual students who have been identified as a student with disabilities.

The interventions will be delivered through a push-in or pull out delivery system.

Category:

Research Cited: *Schmoker, Michael J. (2011) Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008)

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D. E. (2004) *Classroom Instruction that Works: Research-

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Kent City Elementary School

Based*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree

Tier: Tier 3

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions are delivered either before or after "first instruction" The interventions are delivered by gen ed or special ed personnel with specific student IEP goals in mind	Academic Support Program	Tier 3	Monitor	08/31/2015	06/30/2016	\$150000	General Fund	Supt. Bldg Principals Professionals I Staff

Goal 2: All students at Kent City Elementary will be proficient in writing.

Measurable Objective 1:

55% 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 , at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by scores reported on the annual State Assessment..

Strategy 1:

Aligned Curriculum, Assessment, & Instruction - Increase Writing Proficiency - Aligned Curriculum, Assessment, & Instruction - Increase Writing Proficiency - Increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers to ensure that curriculum, assessments and instruction are aligned horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Category:

Research Cited: * Schmoker, Michael J. (2011). Focus: Elevating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fischer, D. and Frey, N. (2008).

* Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

* Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009)

*Using Data - To Focus Instructional Improvement. Virginia: ASCD James-Ward C. , Fischer D., Frey N. and Lapp D.

Tier: Tier 1

Activity - Grade Level Collaborative Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	General Fund	Building administration, Building Leadership Team, Certified staff.
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Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices. This will be implemented and monitored through: -Classroom observations and walkthroughs Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Classroom Learning Labs - Teaching staff with Trained Facilitators -Training with writing rubrics, scoring, pre/posts assessments, inter-rater reliability -Cognitive Coaching; Training focused on conferring	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$0	Title II Part A	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core Standards and common units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Collaborative Grade Level Teams -Classroom Observations -Achievement Data	Other	Tier 1	Implement	08/31/2015	06/30/2016	\$0	General Fund	All K-5 Staff, Building Leadership Team, Building and District Administration.

Strategy 2:

Implementation of EBLI - Evidence-Based Literacy Instruction (EBLI) is an effective, efficient, revolutionary method of instruction to teach reading. It is a system of research-based literacy skills, concepts, and strategies that teach learners of any age or ability level to read, spell, and write to their highest potential.

School Improvement Plan

Kent City Elementary School

Category:

Research Cited: Program case studies and research to support this strategy found at <http://eblireads.com/results/>

Tier: Tier 1

Activity - EBLI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All untrained staff will receive three days of EBLI Training.	Professional Learning	Tier 1	Monitor	08/31/2015	06/30/2016	\$4500	Title II Part A	Elementary Principal and Kent City Elementary Faculty
Activity - EBLI Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will be able to efficiently infuse instruction into their current curriculum that improves students' reading and writing proficiency.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	No Funding Required	All Classroom teachers.
Activity - EBLI Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host the EBLI Consultant to come in three times per year to model lessons in a lab classroom format. We will also have our consultant observe teachers implementing EBLI strategies and provide feedback.	Professional Learning	Tier 1	Evaluate	08/31/2015	06/30/2016	\$2800	Title II Part A	KCE administrators, teaching staff.

Measurable Objective 2:

A 5% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency , at a level equal to or higher than the state expectation, in Writing by 06/30/2016 as measured by scores reported on the annual State Assessment..

Strategy 1:

Language Support for English Acquisition - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment. Additional high yield interventions, services and supports for LEP and Hispanic students will be added as needed according to daily writing performance and both local and state assessment results.

Category:

Research Cited: Helping Hispanic Students Succeed. New York. JulianJohn Publishing, Quinn P. (2012)

School Improvement Plan

Kent City Elementary School

Tier:

Activity - Core ESL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/30/2016	\$60000	General Fund	Title III Coordinator, Certified ESL Facilitator, Building and District Administration

Activity - Classroom Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All interventions will focus on student data. Data will be used to inform decisions surrounding extension and remediation of needs and opportunities. - Writing Diner by Tim Hargis (Guided writing lessons to be delivered to targeted small group sessions.)	Academic Support Program	Tier 2	Implement	08/31/2015	06/30/2016	\$0	No Funding Required	Building administration, Certified staff.

Goal 3: All students at Kent City Elementary will be proficient in mathematics.**Measurable Objective 1:**

41% 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, at a level equal to or higher than the state expectation, in Mathematics by 06/30/2017 as measured by scores reported on the annual state assessment.

Strategy 1:

Content Area Vocabulary Instruction - The district will support teachers to ensure that content area math vocabulary is specific to grade levels and is explicitly taught through research based strategies.

Category:

Tier: Tier 1

Activity - Vocabulary Instruction using EBLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kent City Elementary School

All teachers will implement the EBLI skills to reinforce math vocabulary.	Direct Instruction			08/31/2015	06/30/2016	\$0	No Funding Required	All classroom teachers.
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Strategy 2:

Timely and additional assistance for Differentiating Instruction - Strategy Statement: Identified at-risk students not yet mastering the State's content expectations in math will receive Title I supplemental services 30 minutes a day for reteaching of the math skills during the regular school day, in an after school programs, and/or during a summer school program.

Category:

Tier:

Activity - Math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students not yet mastering the content expectations in math will receive weekly Title I supplemental services for reteaching of the math skills.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/30/2016	\$0	No Funding Required	Intervention staff.

Activity - Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to join staff at an after school activity night focused on math strategies. Staff provides parent with knowledge in workshops, resources in activities and fun at home games that will reinforce the skills development at school.	Parent Involvement	Tier 1		08/31/2015	06/30/2016	\$1000	Section 31a	Intervention staff and teachers

Strategy 3:

Aligned Curriculum, Assessment, & Instruction - Increase Math Proficiency - Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies.

This will be done by:

Increase number/percentage of students scoring "proficient/advanced" as determined

by local and state assessments. The district will support teachers to ensure that curriculums, assessments and instruction are aligned horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Category:

Research Cited: * Schmoker, Michael J. (2011). Focus: Elevating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fischer, D. and Frey, N. (2008).

* Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

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* Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009)

*Using Data - To Focus Instructional Improvement. Virginia: ASCD James-Ward C. , Fischer D., Frey N. and Lapp D.

Tier:

Activity - Grade Level Collaborative Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by:</p> <ul style="list-style-type: none"> - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?" <p>ISD Consultant to support building and collaborative team work and build capacity.</p>	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	General Fund	Building administration, Building Leadership Team, Certified staff.
Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices. This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom observations and walkthroughs <p>Professional Development will include:</p> <ul style="list-style-type: none"> - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Classroom Learning Labs - Teaching staff with Trained Facilitators -Training with Mathematics Workshop and Kent ISD Consultant -Number Talks 	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$0	Title II Part A	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.
Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core Standards and common units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Collaborative Grade Level Teams -Classroom Observations -Achievement Data	Materials	Tier 1	Implement	08/31/2015	06/01/2016	\$0	General Fund	All K-5 Staff, Building Leadership Team, Building and District Administration.
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Measurable Objective 2:

5% of Hispanic or Latino and English Learners students will demonstrate a proficiency , at a level equal to or higher than the state expectation, in Mathematics by 06/30/2016 as measured by the annual State Assessment...

Strategy 1:

Language Support for English Acquisition - - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment

Category:

Tier:

Activity - Core ESL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	General Fund	Title III Coordinator , ESL Facilitator, Building and District Administration

Goal 4: All students at Kent City Elementary will be proficient in science.

Measurable Objective 1:

22% of Fourth grade students will demonstrate a proficiency , at a level equal to or higher than the state expectation, in Science by 06/30/2017 as measured by annual State Assessment.

Strategy 1:

Aligned Curriculum, Assessment, & Instruction - Increase Science Proficiency - Increase Science Proficiency - Increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers to ensure that curriculum, assessments and instruction are aligned horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3)

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School Improvement Plan

Kent City Elementary School

curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Category:

Research Cited: * Schmoker, Michael J. (2011). Focus: Elevating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fischer, D. and Frey, N. (2008).

* Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

* Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009)

*Using Data - To Focus Instructional Improvement. Virginia: ASCD James-Ward C. , Fischer D., Frey N. and Lapp D.

Tier:

Activity - Grade Level Collaborative Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	General Fund	Building administration, Building Leadership Team, Certified staff.

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and best practices in science instruction. This will be implemented and monitored through: -Classroom observations and walkthroughs -Achievement Data Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Training with Van Andel Institute's Community of Scientific Practice	Direct Instruction		Getting Ready	08/31/2015	06/30/2016	\$0	General Fund	All Pre K-5 staff, Building Leadership Team, District School Improvement Team for Science Building and District Administration.

School Improvement Plan

Kent City Elementary School

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together and ensure that common grade level specific content vocabulary and units of instruction are developed to implement.</p> <p>This will be developed implemented and monitored through:</p> <ul style="list-style-type: none">-Collaborative Grade Level Teams-District School Improvement Team for Science-Classroom Observation-Achievement Data	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/30/2016	\$0	General Fund	All K-5 Staff, Building Leadership Team, District School Improvement Team for Science, Building and District Administration

Measurable Objective 2:

A 5% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency , at a level equal to or higher than the district and state expectations, in Science by 06/30/2016 as measured by annual State and Local Assessments...

Strategy 1:

Language Support for English Acquisition - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.

Category:

Tier:

Activity - Core ESL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	General Fund	Title III Coordinator, ESL Facilitator, Building and District Administration

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

Kent City Elementary School

All elementary certified staff will receive professional development to learn strategies for teaching content and academic vocabulary to ELL students from a certified SIOF trainer from the ISD.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/30/2016	\$0	No Funding Required	Building Administrator Certified Teaching Staff ISD Trainer
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Goal 5: All students at Kent City Elementary will be proficient in social studies.

Measurable Objective 1:

22% 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 , at a level equal to or higher than the state expectation, in Social Studies by 06/30/2017 as measured by annual State Assessment.

Strategy 1:

Aligned Curriculum, Assessment, & Instruction - Increase Science Proficiency - Increase number/percentage of students scoring "proficient/advanced" as determined by local and state assessments. The district will support teachers to ensure that curriculum, assessments and instruction are aligned horizontally and vertically (1) through a focus on grade level collaborative teams, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted instructional adjustments.

Category:

Research Cited: * Schmoker, Michael J. (2011). Focus: Elevating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fischer, D. and Frey, N. (2008).

* Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

* Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009)

*Using Data - To Focus Instructional Improvement. Virginia: ASCD James-Ward C. , Fischer D., Frey N. and Lapp D.

Tier:

Activity - Grade Level Collaborative Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kent City Elementary School

Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration		Implement	08/31/2015	06/30/2016	\$0	General Fund	Building administration, Building Leadership Team, Certified staff.
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Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and best practices in science instruction. This will be implemented and monitored through: -Classroom observations and walkthroughs -Achievement Data Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring	Direct Instruction		Implement	08/31/2015	06/30/2016	\$0	General Fund	All Pre K-5 staff, Building Leadership Team, District School Improvement Team for Social Studies, Building and District Administration.

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kent City Elementary School

Curriculum Focus: Teachers, building administration, and district administration will work together and ensure that common grade level specific content vocabulary and units of instruction are developed to implement. This will be developed implemented and monitored through: -Collaborative Grade Level Teams -District School Improvement Team for Social Studies -Classroom Observation -Achievement Data	Curriculum Development		Getting Ready	08/31/2015	06/30/2016	\$0	General Fund	All K-5 Staff, Building Leadership Team, District School Improvement Team for Social Studies, Building and District Administration
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Measurable Objective 2:

A 5% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency , at a level equal to or higher than the district and state expectations, in Social Studies by 06/30/2016 as measured by annual State and Local Assessments.

Strategy 1:

Language Support for English Acquisition - All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.

Category:

Tier:

Activity - Core ESL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	General Fund	Title III Coordinator, ESL Facilitator, Building and District Administration

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

Kent City Elementary School

All elementary certified staff will receive professional development to learn best practices and promising strategies for teaching content and academic vocabulary to ELL students from a certified SIOP trainer from the ISD.	Professional Learning		Getting Ready	08/31/2015	06/30/2016	\$0	No Funding Required	Building Administration Certified Teaching Staff ISD Trainer
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Immigrant Student Support	Students who are eligible for Title III Part D immigrant funds will have an Individual Development Plan (IDP) created to meet there unique academic concerns. Title III immigrant funds will be used to support the implementation of this IDP when allowable.	Academic Support Program		Implement	08/31/2015	06/30/2016	\$0	Title III Coordinator , ESL staff
Professional Development for Teachers of English Learners	12 teachers of EL students trained in June of 2015 will receive 6 days of individual, grade level or small group SIOP coaching over the course of the school year. Substitute teachers hired for these days. 12 Kent City Elementary Staff will also receive Sheltered Instruction Observation Protocol (SIOP) training from a Kent ISD SIOP trainer in June of 2016. To facilitate this, KCCS will provide teachers a stipend for attending and a SIOP learning text.	Professional Learning	Tier 2	Implement	08/31/2015	06/30/2016	\$8395	Title III Coordinator , 24 Certified Staff Members, KISD SIOP Consultant, KCCS SIOP Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Grade Level Collaborative Teams	Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	Building administration, Building Leadership Team, Certified staff.
Core ESL Instruction	All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	Title III Coordinator, ESL Facilitator, Building and District Administration
Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together and ensure that common grade level specific content vocabulary and units of instruction are developed to implement. This will be developed implemented and monitored through: -Collaborative Grade Level Teams -District School Improvement Team for Social Studies -Classroom Observation -Achievement Data	Curriculum Development		Getting Ready	08/31/2015	06/30/2016	\$0	All K-5 Staff, Building Leadership Team, District School Improvement Team for Social Studies, Building and District Administration

School Improvement Plan

Kent City Elementary School

Instructional Focus	<p>Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and best practices in science instruction. This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom observations and walkthroughs -Achievement Data <p>Professional Development will include:</p> <ul style="list-style-type: none"> - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Training with Van Andel Institute's Community of Scientific Practice 	Direct Instruction		Getting Ready	08/31/2015	06/30/2016	\$0	All Pre K-5 staff, Building Leadership Team, District School Improvement Team for Science Building and District Administration.
Core ESL Instruction	<p>All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.</p>	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	Title III Coordinator, ESL Facilitator, Building and District Administration
Guaranteed and Viable Curriculum	<p>Curriculum Focus: Teachers, building administration, and district administration will work together and ensure that common grade level specific content vocabulary and units of instruction are developed to implement.</p> <p>This will be developed implemented and monitored through:</p> <ul style="list-style-type: none"> -Collaborative Grade Level Teams -District School Improvement Team for Science -Classroom Observation -Achievement Data 	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/30/2016	\$0	All K-5 Staff, Building Leadership Team, District School Improvement Team for Science, Building and District Administration

School Improvement Plan

Kent City Elementary School

Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core Standards and common units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Collaborative Grade Level Teams -Classroom Observations -Achievement Data	Materials	Tier 1	Implement	08/31/2015	06/01/2016	\$0	All K-5 Staff, Building Leadership Team, Building and District Administration.
Grade Level Collaborative Teams	Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	Building administration, Building Leadership Team, Certified staff.
Core ESL Instruction	All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/30/2016	\$60000	Title III Coordinator, Certified ESL Facilitator, Building and District Administration

School Improvement Plan

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Guaranteed and Viable Curriculum	Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core Standards and common units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Collaborative Grade Level Teams -Classroom Observations -Achievement Data	Other	Tier 1	Implement	08/31/2015	06/30/2016	\$0	All K-5 Staff, Building Leadership Team, Building and District Administration.
Reading Interventions	Interventions are delivered either before or after "first instruction" The interventions are delivered by general or special education personnel with specific student IEP goals in mind	Academic Support Program	Tier 3	Monitor	08/31/2015	06/30/2016	\$150000	Supt. Bldg Principals Professional Staff
Instructional Focus	Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and best practices in science instruction. This will be implemented and monitored through: -Classroom observations and walkthroughs -Achievement Data Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring	Direct Instruction		Implement	08/31/2015	06/30/2016	\$0	All Pre K-5 staff, Building Leadership Team, District School Improvement Team for Social Studies, Building and District Administration.
Core ESL Instruction	All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	Title III Coordinator, ESL Facilitator, Building and District Administration

School Improvement Plan

Kent City Elementary School

Grade Level Collaborative Teams	Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?"	Teacher Collaboration		Implement	08/31/2015	06/30/2016	\$0	Building administration, Building Leadership Team, Certified staff.
Grade Level Collaborative Teams	Grade Level Focused Collaboration: Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies. This will be done by: - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. -Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? -Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?" ISD Consultant to support building and collaborative team work and build capacity.	Teacher Collaboration	Tier 1	Implement	08/31/2015	06/30/2016	\$0	Building administration, Building Leadership Team, Certified staff.

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Grade Level Collaborative Teams to Review Data and Adjust Instruction	<p>Grade Level and Building Collaborative teams will monitor the analysis of data and implementation of the grade level's curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p> <ul style="list-style-type: none"> - Grade level teams participating in 30 hours of grade level collaboration and/or vertical content teams. - Grade level teams will focus on the following PLC questions: What do we want our student to know? How will we know they have learned it? What will we do to extend learning? What will we do to remediate learning? - Grade level teams focusing on analysis of student work (formative/summative assessments) to support explicit teaching and learning. Teams will examine data and used framed questions, "Here's what...,So what...,Now what?" <p>Specialized consultants contracted to support building and collaborative team work and build capacity.</p>	Teacher Collaboration	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	Building administration, Building Leadership Team, Certified staff.
Guaranteed and Viable Curriculum	<p>School administration, and building leadership team will work collaboratively with teachers and staff to ensure Common Core Standards and common units of instruction are implemented, monitored, and assessed using current best practice.</p> <p>This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Collaborative Grade Level Teams -Classroom Observations -Achievement Data Review -Specialized consultant contracted to support curriculum development and implementation. 	Curriculum Development	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	All K-5 Staff, Building Leadership Team, Building and District Administration.
Core ESL Instruction	All core English language instruction will be determined by state outlined limited English proficiency criteria. Students will receive LEP services according to the district alternative language plan after their language proficiency level has been determined using the state approved assessment.	Direct Instruction		Monitor	08/31/2015	06/30/2016	\$60000	Title III Coordinator, ESL Facilitator, Building and District Administration

School Improvement Plan

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support	All interventions will focus on student data. Data will be used to inform decisions surrounding extension and remediation of needs and opportunities. - Writing Diner by Tim Hargis (Guided writing lessons to be delivered to targeted small group sessions.)	Academic Support Program	Tier 2	Implement	08/31/2015	06/30/2016	\$0	Building administration, Certified staff.
Content Area Vocabulary Development	All elementary certified staff will receive professional development to learn best practices and promising strategies for teaching content and academic vocabulary to ELL students from a certified SIOP trainer from the ISD.	Professional Learning		Getting Ready	08/31/2015	06/30/2016	\$0	Building Administration Certified Teaching Staff ISD Trainer
Math intervention	Identified at-risk students not yet mastering the content expectations in math will receive weekly Title I supplemental services for reteaching of the math skills.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/30/2016	\$0	Intervention staff.
EBLI Instruction	The teachers will be able to efficiently infuse instruction into their current curriculum that improves students' reading and writing proficiency.	Direct Instruction	Tier 1	Monitor	08/31/2015	06/30/2016	\$0	All Classroom teachers.
Content Area Vocabulary Development	All elementary certified staff will receive professional development to learn strategies for teaching content and academic vocabulary to ELL students from a certified SIOP trainer from the ISD.	Professional Learning	Tier 1	Getting Ready	08/31/2015	06/30/2016	\$0	Building Administration Certified Teaching Staff ISD Trainer
EBLI Instruction	The teachers will be able to efficiently infuse instruction into their current curriculum that improves students' reading and writing proficiency.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/30/2017	\$0	All Classroom teachers.
Vocabulary Instruction using EBLI	All teachers will implement the EBLI skills to reinforce math vocabulary.	Direct Instruction			08/31/2015	06/30/2016	\$0	All classroom teachers.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Support - Title I Part A	<p>All interventions and supports will be determined by student eligibility for Title I Part A services as defined and approved by the Michigan Department of Education requirements and criteria.</p> <p>Interventions and Supports Include the following:</p> <ul style="list-style-type: none"> - Response to Intervention - Tier Discussion Meetings - Title I Part A -Reading & Math Night 	Academic Support Program	Tier 2	Implement	09/01/2014	06/30/2018	\$194628	Building Staff, Building Administration, Title I Staff
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Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for MEP Staff	<p>KCCS MEP Staff to receive ongoing professional development to improve the services provided to migrant students and their families.</p> <p>Professional learning includes:</p> <ul style="list-style-type: none"> MDE Special Populations Conference ISD Meetings and Training MDE Professional Development Opportunities 	Professional Learning	Tier 3	Monitor	08/31/2015	06/30/2016	\$528	KCCS MEP Director, KCCS MEP Staff
Seasonal Migrant Literacy Interventionists	<p>Hiring of Five Highly Qualified Migrant Support Staff to provide supplemental academic and language through reading conferences at the secondary and elementary levels for migrant students during reading workshop using high interest student selected books. \$15.00 per hours x 30 hours a week x 9 weeks.</p> <p>Self- selected reading materials to be used for reading instruction. Supervised by classroom teacher with para providing services. \$20 per child for 200 migrant students to order 3 self selected books.</p>	Academic Support Program	Tier 3	Implement	09/07/2015	11/06/2015	\$33223	KCCS MEP Director Seasonal MEP Interventionists
Title IC Interventionist for Academic Support	Title IC Interventionist to push in to non-ELA instruction providing academic support of LEP students with a focus on content area vocabulary and concept review.	Academic Support Program	Tier 3	Monitor	08/31/2015	06/30/2016	\$51840	Title IC Coordinator , Title IC Interventionist

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Migrant Parent Advisory	<p>Migrant parents are encouraged to join the Kent City Community School Migrant Education Program Parent Advisory Council (KCCS MEP - PAC). This group participates in the West Michigan Fruit Ridge Area Migrant Regional Parent Advisory Council with five other migrant education programs in the area.</p> <p>Mileage for two vehicles to transport families to 2 Regional Migrant PAC Meetings in Coopersville MI. 40 mi. roundtrip X 2 trips X 0.565 per mi. = \$45 x 2 vehicles = \$90.</p> <p>Refreshments for 3 Local and 2 Regional Migrant PAC meetings for approximately 20 persons purchased through district nutrition services. 5 meetings x \$50 per meeting = \$250</p> <p>Staffing for 3 Local and 2 Regional Migrant PAC meetings. Childcare provided for 2 hours x \$15 per hour = \$30 X 5 meetings = \$150. MEP Staff member to coordinate and host 2 Local Migrant PAC Meetings (4 hours), 2 Regional Migrant PAC meetings (4 hours). 8 hours x \$24.00 per hr. = \$192.</p>	Parent Involvement		Implement	08/25/2014	06/30/2015	\$1000	KCCS MEP Director, MEP Staff, Regional Directors, Migrant Parents
Literacy Kits	<p>10 Family Literacy Tubs filled with books and literacy resources to be located at migrant camps at a cost of \$50 per tub. These tubs would include texts in both English and Spanish for families to read together, vocabulary activities, and language games. The tubs would be introduced, explained and modeled to parents and families at the eligibility and resource meeting at the beginning of the year. Feedback on use and effectiveness determined at Title 1c PAC meetings. Additional resources to be added over time to keep content new and in good condition.</p>	Parent Involvement		Evaluate	08/25/2014	06/30/2015	\$0	KCCS MEP Director, ESL Facilitator, Recruiter

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Migrant After-school Science Program	<p>Five certified teachers and two paraprofessionals to provide a Title IC STEM after-school program using a model similar to a Tennessee SMP STEM program for approximately 50 migrant elementary students in grades K- 5.</p> <p>During this program students will focus on reading, writing, speaking and listening through peer collaboration, learning journals, diagramming, modeling and explaining.</p> <p>Resources used include: BrainPop Online Materials A-Z Reading Resources STEM Units iPads with applications Transportation home from the program Fall Learning Fiesta Parent Meeting to Wrap up the Program and share progress with Parents</p>	Extra Curricular	Tier 3	Implement	09/15/2015	10/30/2015	\$14800	KCCS MEP Director, After School Teaching Staff
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School Improvement Plan

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Educational and Resource Supports and Services for Migrant Families	<p>Educational and Resource Supports and Services for Migrant Families</p> <p>Migrant Identification and Recruitment Recruiter - Recruiting starts mid-August Estimated Wages, 2 staff for approximately 60 hours each. One staff member with extensive community knowledge and experience will be paid \$24 per hour and the other will be paid \$15 per hour. Mileage for recruiter and family liaison - 1000 miles at 0.565 per mile.</p> <p>Enrollment and Family Support</p> <p>A bilingual Migrant Family Home/School liaison will facilitate additional communication between home and school and aid parents in securing educational and community resources. 200 hours at \$24 per hour. This position will support migrant families by connecting them with additional school resources, promoting school events, staffing targeted enrollment events and guiding them through school procedures and processes.</p> <p>KCCS MEP Staff member to implement enrollment preparation strategies in the spring. The strategies include the planning and communicating with growers in the spring for 3 hours at \$24 per hour. Camp visits for 4 hours at \$24 per hour. Attendance at area migrant council and resource meetings for 3 hours at \$24 per hour.</p> <p>MEDS Data Entry and Maintenance by trained staff for 300 hours at \$15 - \$24 per hour.</p>	Policy and Process	Tier 3	Monitor	08/31/2015	06/01/2016	\$19022	KCCS MEP Director, Migrant Family Home School Liaison, MEP Staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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Instructional Focus	Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices. This will be implemented and monitored through: -Classroom observations and walkthroughs Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Classroom Learning Labs - Teaching staff with Trained Facilitators -Training with Mathematics Workshop and Kent ISD Consultant -Number Talks	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$0	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.
Instructional Focus	Instructional focus: Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices. This will be implemented and monitored through: -Classroom observations and walkthroughs Professional Development will include: - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Classroom Learning Labs - Teaching staff with Trained Facilitators -Training with writing rubrics, scoring, pre/posts assessments, inter-rater reliability -Cognitive Coaching; Training focused on conferring	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$0	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.
EBLI Consultant	We will host the EBLI Consultant to come in three times per year to model lessons in a lab classroom format. We will also have our consultant observe teachers implementing EBLI strategies and provide feedback.	Professional Learning	Tier 1	Evaluate	08/31/2015	06/30/2016	\$2800	KCE administrators, teaching staff.

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EBLI Consultant	We will host the EBLI Consultant to come in three times per year to model lessons in a lab classroom format. We will also have our consultant observe teachers implementing EBLI strategies and provide feedback.	Professional Learning	Tier 1		09/08/2015	06/30/2016	\$2800	KCE administrators, teaching staff.
EBLI Training	All untrained staff will receive three days of EBLI Training.	Professional Learning	Tier 1	Monitor	08/31/2015	06/30/2016	\$4500	Elementary Principal and Kent City Elementary Faculty
EBLI Training	All untrained staff will receive three days of EBLI Training.	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	\$9000	Elementary Principal and Kent City Elementary Faculty

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Focus on Common Instructional Practices	<p>Teachers and building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop practices.</p> <p>This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom observations and walkthroughs -Learning Lab Reflections -Achievement Data <p>Professional Development will include:</p> <ul style="list-style-type: none"> - Training focused on the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Book Study Using Guided Instruction - Guided Instruction: How to Develop Confident and Successful Learners by D. Fisher and Frey -Individual Conferences and PD for Staff and Administration - Literacy Coaches Network, Cognitive Coaching, Readers/Writer's Workshop -Specialized Consultants contracted to support common instructional practices - EBLI, Seward Consultants, Kent ISD -Classroom Learning Labs - Teaching staff with Trained Facilitators - Continued Training with Reading Running Records and Diagnostic Reading Assessments Grades K-5 	Direct Instruction	Tier 1	Implement	08/31/2015	06/30/2016	\$9617	All Pre K-5 staff, Building Leadership Team, Interventionists, Building and District Administration.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Night	Students and parents are invited to join staff at an after school activity night focused on math strategies. Staff provides parent with knowledge in workshops, resources in activities and fun at home games that will reinforce the skills development at school.	Parent Involvement	Tier 1		08/31/2015	06/30/2016	\$1000	Intervention staff and teachers
Academic Support - Section 31a	<p>All interventions and supports will be determined by student eligibility for At-risk Section 31a services as defined by the established Michigan Department of Education requirements and criteria.</p> <p>Interventions and Supports include:</p> <ul style="list-style-type: none"> - After School Intervention - Summer School - At-Risk Academic Interventionist 	Academic Support Program	Tier 2	Monitor	08/31/2015	06/30/2018	\$16000	Building Staff, Section 31a Staff, Building Administration

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Behavioral Supports - Section 31a	Behavioral Supports - Section 31a Supports and Interventions Include: - At - Risk Social Worker - Positive Behavior Interventions and Supports	Behavioral Support Program	Tier 2	Monitor	08/31/2015	06/30/2018	\$0	Building Staff, Building Administration, Section 31a At - Risk Social Worker
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