School Improvement Plan

Columbia Elementary School

Columbia School District

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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?

Columbia Elementary is a 389 student preschool through 2nd grade school within the Columbia School District. It is the lower elementary school in the Columbia School District which provides educational services for more than 1,400 students in a Class B school system. The district lies in a rural area that stretches into four southeast Michigan counties. Within the district one finds a multitude of inland lakes and plenty of recreational opportunities. In the past, the beautiful and placid atmosphere has attracted many new residents from urban areas. However, over the last five years with the State of Michigan economic downfall there has been a student population decrease and an increase in transient and homeless population, as well an increase in eligibility for free/reduced lunch from 28% nine years ago to the present 49% at CES.   Furthermore, the remaining demographics have remained somewhat consistent with ethnicity of Caucasian 93%, Asian < 1%, African American 1%, Hispanic 5%, American Indian/Alaskan Native < 1% and Special Education at 10%.

During the late 1960's the current school district was formed through the consolidation of the Brooklyn, Cement City and Clarklake schools systems. In the fall of 2011, the two elementary schools, Brooklyn Elementary and Miller Elementary consolidated into Columbia Elementary. As a result of the consolidation, in the spring of 2012 Columbia Elementary transitioned from a Title I Targeted Assisted to School-wide. This transition provides all students the quality and quantity of instruction based on best practice and research methods. In addition to better serve our students a bond was passed in the fall of 2013 and besides the updating of all buildings, our school district has reconfigured once again to become a lower elementary prek-2 building, 3-6 building, and a 7-12 building beginning the fall of 2015. We will be known at the Columbia Central pre-school to second grade.

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.

District Mission Statement:

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

School Vision Statement:

Columbia Elementary School will create a caring environment in which students are educated and nurtured for success.

School Mission Statement:

The Columbia Elementary School community believes that everyone can learn. Through communication and cooperation we will provide a pleasant, secure learning environment that promotes academic, social and cultural growth.

Beliefs Statement:

All students can learn.

Failure is not an option.

All students need a safe and positive learning environment.

The family and community are integral parts of the educational system.

Character education and achievement will promote life-long learning.

All students can positively impact and contribute to our community and the global society.

Columbia Elementary supports the learning needs of all students. We have highly qualified dedicated and committed professional educators who focus on the needs of every child. We believe that every child deserves the best educational experience that exists. If what the child needs does not exist, our staff will find a way to meet and exceeds that child's needs.

Columbia Elementary has a number of federal, state and local programs and services that are coordinated and integrated into the school to support the School-wide Title I program. At CES, early intervention is marked high priority. Two early reading early intervention programs are provided, Brooklyn Buddies and Reading Recovery. Brooklyn Buddies, a volunteer program, focuses on kindergarten through second grade and provides one-to-one tutoring. Reading Recovery is a highly effective short-term reading intervention of one-to-one tutoring for low-achieving first graders and additional literacy groups are provided for the lowest readers in 2nd grade. In addition, teachers provide differentiated instruction in the classroom where a wide range of skills and abilities can be addressed. Additional programs supporting student learning beyond the classroom walls are: Math Academy, Education City, Family Art Night, Curriculum Night, Early Literacy Saturdays, Engineering is Elementary, Quiz Bowl, CES CHAMPIONS, Nurtured Heart, Science Family Night,Anti-Aggressive Behavior Program, etc.

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.

Columbia Elementary is a School-Wide Title building.   All students are given quality and quantity of instruction based on best practice and research methods. In addition, with the transition of RTI over the past two years has provided differentiated high quality instruction, as well as research-based interventions to all students.   Some initiatives include, Café, Daily 5, Write Steps, Reading Recovery, Brooklyn Buddies, Strategic Intervention Solutions for Common Core Math, etc.

Professional development focusing on the RTI process and team building was introduced in the fall of 2011 and continues to build a positive school community. A framework like the RTI process has also placed an emphasis on family involvement at CES. With family involvement in mind, all parents, all students and all teachers have been encouraged to be involved and participate in academic support opportunities such as Poetry Night, Curriculum Night, Family Art , Science, Parent Early Literacy Nights, Brooklyn Buddies, Quiz Bowl, PTO, etc.

The 2014-2015 scorecard has not been released but the results for 2013-2014 were: Columbia Elementary School made green status on the State Accountability Score Card in Math, Reading, Writing and Science for all students. Our school ranked 77% on the Top to Bottom State Ranking of all school districts in the State of Michigan. While we are pleased to have reached this important goal, however we are continuously working to improve. The student population identified as our lowest 30% presents our largest achievement gap. We appreciate the continued support of parents, staff and our community in this effort. We are actively working to address the school issues by:
- As a School-Wide Title I Building, we are making a focused effort to provide academic intervention for all students demonstrating academic skills below grade-level.
- Providing academic enrichment for students mastering grade-level standards.

On the "Top to Bottom" ranking of public schools in Michigan, CES ranked in the 77th percentile of schools across Michigan. That means CES is ranked higher than 77 percent of schools across the state on the "Top to Bottom" list. Despite Columbia Elementary ranking high we continue to focus our school improvement efforts to increase the achievement of all students. Columbia Elementary has developed a school-wide plan which calls for school improvement and professional development. The needs of students, as measured by student outcomes, drive the school improvement process (SIP). All employees of the school, including teachers, paraprofessionals and parents are involved in the school improvement process. Survey information from the teachers, staff, students, and parents, as well as parent participation, is ongoing. Columbia Elementary embarked on developing goals for a new cycle of school improvement to be implemented in the fall of 2015. School improvement committees developed goals and have made a conscious decision to focus our efforts in the areas of student reading, science and math in order to show improvement.

Additional Information

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

At Columbia Elementary, students have the opportunity to participate in a wide range of extra-curricular activities including service groups, such a Kiwanis K-kids, Student Council, Girl Scouts, Boy Scouts, sports and music programs. Recognizing the support that the community provides our school, CES makes every effort to give back. Food drives, Christmas Giving, Hope Run and donations of money and time for worthy causes are some of the projects that students and staff participate in. The students of Columbia Elementary build knowledge and character during their school years in order to become citizens of the world.

Columbia Elementary is a Nurtured Heart School. The Nurtured Heart Approach (NHA) is a social emotional strategy that instills greatness and transforms negative behaviors into positive behaviors, increases interrelatedness and connectivity among teachers and students and builds "inner wealth" more commonly known as character strengths and virtues. The approach helps all children flourish. CES uses this approach to cultivate successful behavior in every child.

Columbia Elementary continues to meet the challenge of preparing every student for the jobs and careers of the 21st century. In order to assist in that preparation, leading edge technology continues to be implemented with wireless capability. Teachers are currently implementing the new Math Common Core Standards K - 2 and will be gin in the fall of 2015 aligning ELA CCSS to ensure all students are College, Career and Life Ready. Professional development will continue to focus on developing teacher's greater understanding of the increased rigor required and changes to lessons in order to help students deepen their knowledge of a given standard or group of standards.

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.

At Columbia Elementary School all staff is included on School Improvement Committees. Committee chairs are teachers who volunteered for the position. Meetings are scheduled before and after school. The staff, including para pros and teachers, choose which committee they serve on while making sure each committee has a representative from multiple grade levels, teaching experience and subject areas. As many teachers at Columbia Elementary school also have children in this school and the district, they serve in a dual capacity as teacher and parent representative. Volunteer parents and the PTO are frequently asked for their input during the school year. Some parents were asked to take a more active role in the school improvement process and attended meetings to give their input as well.

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

All classroom teachers are divided into 3 School Improvement Teams so that there is equal grade representation for all grade levels. All other para pros are divided so that there is equal representation on each School Improvement Team. Parents are assigned to school improvement teams and are invited to attend any and all of our School Improvement meetings.

Each School Improvement Team has a chairperson who helps the committee decide how to analyze data, how to delegate responsibilities (monitoring checklists, reading month activities, making school-wide posters, getting supplies, etc.) and how to inform staff of their committees goals.

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

School Improvement plans are communicated to all stakeholders during staff meetings, parent and staff newsletters and school website. Data is analyzed at meetings a few times a year to monitor progress.

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?

Due to a change in building reconfiguration, going from a Pre K-4 building to a Pre K- 2 building, prior data trends are not reflective of our new demographics.

Student Demographic Data

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

In the 2013/2014 school year, 38.5% of the student population was chronologically absent. This number is down 5.2% from the 2011/2012 school year. In the upcoming school year, procedures will be put in place to more closely monitor excessive absences.

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?

Trends show an increase in students with social/emotional/behavior needs in the lower grades.

Student Demographic Data

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

Teachers and staff are encouraged to attend professional development to learn how to handle situations the may arise. The school district has put in place a Teacher Assistant Team to assist teachers in providing strategies to implement in their classrooms to help students.

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?

Our leader has a combined total of 20 years in the district. This provides for an in-depth understanding of trends and changes within the building and within the education system.

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?

42% of the staff have 11 or more years of experience and only 15% have less than 3 years of experience. With a more experienced staff, teachers should have skills and knowledge help increase student achievement.

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

Our administrator has minimal days absent due to professional learning or illness. A system is in place to allow student to continue to achieve in her absence.

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?

There is a greater number of absences needed for teachers to participate in professional development due to the change in State Standards to Common Core. Teachers leave adequate lesson plans so student learning is minimally impacted.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The absentee rate should decrease as professional development opportunities are less needed due to familiarity with the Common Core.

Process Data

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

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

In reviewing the results, strength was found in the following indicators: B.-Coherence, E.-High Expectations for all, F.-Reflection/Feedback, and H.-Shared Understanding

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

In reviewing the results, challenges were found in the following indicators: A.- Alignment of curriculum, C.- Instructional Design, and G.-Assessment System

12. How might these challenges impact student achievement?

Curriculum pacing is established by individual teachers not by district guidelines creating a potential variance in achievement.

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.

*grade level planning time
*pacing guides across the curriculum
*aligned assessments across the curriculum

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

*Students Assist Team
*Intervention Documention
*Child Study Team

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

Family Science Night: Pre K-4

Quiz Bowl: 2-4

Healthy Kids Club: Pre K- 4

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

All are invited to the programs. Parents are notified through notes home.

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?

All teachers are required to submit weekly lesson plans that are aligned with CCSS.

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

Our building does not complete it.

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

Local i-Ready assessments reveal strengths in the following areas:
Kind- Phonological Awareness
1st- High Frequency Words
2nd- High Frequency Words
3rd- Comprehension Literature
In the past MEAP data has been used to evaluate strengths. 2013/2014 demonstrates that 3rd grade scores were 7.9% above the state level.

19b. Reading- Challenges

Data was taken from a baseline test through i-Ready. Trends will not be seen until assessments have been used for multiple years. Initial data reveals the following areas may pose challenges: phonics, vocabulary, and phonological awareness. In the past MEAP data has been used to evaluate weaknesses. In the 2013/2014 3rd grade reading scores demonstrates that 73% of our socio-economic disadvantaged students performed 7.1% below our non socio-economic disadvantaged students. In comparing our male and female students, the female students scored 2% below the male population.

19c. Reading- Trends

All data was taken from a baseline i-Ready test. Trends will not be seen until local assessments have been used for multiple years. In the past MEAP data has been used to evaluate trends. Trends in Reading indicate that scores are slightly declining. In the past three years there has been a 7.8 point decrease.

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.

Not Applicable due to restructuring of district buildings and change in state assessments.

20a. Writing- Strengths

In reviewing the MEAP scores from 2011 to 2014, results indicate that 4th grade students tested in writing consistently scored above the state average.

20b. Writing- Challenges

Due to building reconfiguration, there will be no state data for our building. All data used will be local data, therefore we will have to establish our own data collection system.

20c. Writing- Trends

Over the past three years, 4th grade MEAP scores indicate a 8.4 point score above the state average.

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.

Not Applicable

21a. Math- Strengths

Local i-Ready assessments reveal strengths in Geometry in all grade levels.

21b. Math- Challenges

Data was taken from a baseline test through i-Ready. Trends will not be seen until assessments have been used for multiple years. Initial data reveals that Numbers and Operations may pose challenges in all grade levels. In the past MEAP data has been used to evaluate weaknesses. The 2013/2014 3rd grade Math scores demonstrates that students performed 19.6% lower than the state average.

21c. Math- Trends

All data was taken from a baseline i-Ready test. Trends will not be seen until local assessments have been used for multiple years. In the past MEAP data has been used to evaluate trends. Trends in Math indicate a two year consistency then a decrease in scores.

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.

Not Applicable due to restructuring of district buildings and change in state assessments.

22a. Science- Strengths

In reviewing the MEAP scores from 2013/2014, results indicate that 5th grade students tested in Science scored above the state average by 13.2 points.

22b. Science- Challenges

Due to building reconfiguration, there will be no state data for our building. All data used will be local data, therefore we will have to establish our own data collection system.

22c. Science- Trends

Over the past three years, 5th grade MEAP scores indicate a 14 point cumulative increase over the state average.

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.

Not Applicable

23a. Social Studies- Strengths

In reviewing the MEAP scores from 2013/2014, results indicate that 6th grade students tested in Social Studies scored above the state average by 3.8 points.

23b. Social Studies- Challenges

Due to building reconfiguration, there will be no state data for our building. All data used will be local data, therefore we will have to establish our own data collection system

23c. Social Studies- Trends

Over the past three years, 6th grade MEAP scores indicate a steady score of 30% proficiency.

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.

Not Applicable

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?

Student indicated that their highest level of satisfactions is that rules are clear and concise and teachers and staff support their success.

24b. Student Perception Data

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

Students indicate that their lowest level of satisfaction stems from technology in their school.

24c. Student Perception Data

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

The district plans update equipment and infrastructure to promote student learning and satisfaction.

25a. Parent/Guardian Perception Data

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

Parents indicate that they are highly satisfied with opportunities for parents and the community to be involved in the school.

25b. Parent/Guardian Perception Data

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

Parents indicate their lowest level of satisfaction is in the awareness of school goals and information on upcoming activities.

25c. Parent/Guardian Perception Data

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

Correspondence will be given to families with ample time for parents to preview.

26a. Teacher/Staff Perception Data

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

Staff indicates their satisfaction with our continuous improvement process based on data, goals, actions, and measures for growth.

26b. Teacher/Staff Perception Data

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

Teachers indicate the lowest level of satisfaction of the school providing sufficient material and resources to meet the students needs.

26c. Teacher/Staff Perception Data

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

Teachers will request items needed and requests could be granted upon review from district administration.

27a. Stakeholder/Community Perception Data

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

Stakeholders/Community indicate the highest level of satisfaction being opportunities for parents and community to be involved in the school.

27b. Stakeholder/Community Perception Data

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

Stakeholders/community indicate the lowest level of satisfaction with counseling, referrals, educational and career planning.

27c. Stakeholder/Community Perception Data

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

School and community are currently in partnerships to enhance opportunities for support services.

Summary

28a. Summary

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

Students, staff, parents, and community members are generally satisfied with the school. Most areas of instruction show an increase in scores and areas of deficit are still above the state average.

28b. Summary

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

With the reconfiguration of our district, new challenges will arise and a new baseline of data will be established.

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 new challenges will be addressed in a new data collection plan.

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	Fountas and Pinnell was implemented in the fall of 2013 for grades K-2 as a reading diagnostic assessment. Assessments completed at the end of year. Running records also occur during guided reading throughout the year to guide instruction. Running Records are completed K-2, Star Reading Test is given in grades 1-2. Each trimester students in grades K-2, students were given a Math SWAT, to diagnose math skill levels. I-Ready Diagnostic/Test given to assess Math and Reading district wide K-8.	SWAT Result 2014/2015

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.myeagles.org/District/DistrictAnnualRpts.htm	

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	Pam Campbell, Superintendent 11775 Hewitt Rd. Brooklyn, MI 49230 (517) 592-6641	

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		CCES School-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	School-Parent Compact	CCES Compact 2015

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development Calendar/Plan	PD Plan

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is conducted yearly by the entire staff. At multiple staff and school improvement meetings, we acknowledged our school's strength and weaknesses as compared to the state level. Specific standards were identified for improvement of student achievement and meeting challenging academic standards including subgroups. The School Process Rubric of 40 indicators was completed and partially implemented areas were identified. In addition, results of parent and staff surveys were reviewed and needs were recognized.

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?

Student Achievement Data (examined): Columbia Elementary School (CES) staff uses both local and state student achievement results to monitor student progress, identify students needing supplemental support, and assist teachers in planning instruction.
Demographics
Asian<1%
African American 1%
Hispanic 4%
American Indian/Alaskan Native <1%
Caucasian 91%
Free and Reduced Lunch 48%
Special Education 15%
Female 47%
Male 53%

Early intervention strategies are implemented across all grade levels.
1) Assessment Measures Used to gather annual data include: MEAP (3-4), PALS (K), Fountas and Pinnell (K-4), MLPP toolkits (K-2), district math assessments (SWAT) (K-4)

Student Achievement Results MEAP Data (concluded):
1. In three areas tested on the Fall MEAP 2013 (reading, writing,science), students are above or at the state average.
2. MEAP math scores in grades 3 and 4, were below the state average.
3. Fourth grade Reading scores increased by 12% from 69% to 81% comparing 2013 to 2012 results; Math scores decreased 5% from 45% and Writing scores decreased 1% from 60% to 59% comparing 2013 to 2012 results.
4. Fifth grade scores are reflective of fourth grade instruction. Fifth grade students are housed at Columbia Middle School and comparative scores are as follows: Fifth grade reading scores stayed the same at 76% for both 2012 and 2013; Math scores decreased 2% from 43% to 45% comparing 2013 to 2012 results and Science scores increased 21% from 9% to 30% comparing 2012 to 2013 results.
5.In comparing Economically Disadvantaged (ED) and Non-Economically Disadvantaged (NED) students 2013 MEAP results, over-all economically disadvantaged students in grades 3, 4 and 5 scored lower in all subject areas in comparison to non-economically except 3rd

grade reading. In comparing fourth grade ED and NED students, ED students scored 16% less proficient than NED students on Reading, 16% on Math and 16% on Writing. In comparing third grade ED and NED students, ED students scored 7% less proficient than NED students on Reading and 8% on Math.

6. In comparing Special Education Students 2013 MEAP Scores to 2012, math, reading and writing was less than 10. The 3rd grade reading scores for Students with disabilities was 70% in comparison to 69% for all students..

7. Local assessments including classroom assessments and report cards support these findings that Special Education students and Economically Disadvantaged students are weak in the similar identified areas in math, writing, and reading.

On the state scorecard, Columbia Elementary School (CES) received a yellow score.

The School Process Rubrics 40 School Performance Indicators were examined and reviewed. Columbia Elementary staff identified and documented the evidence for the level of achievement on each Key Characteristic. This self-assessment helped CES identify areas of strengths and opportunities for improvement. The results are as follows: in 10/40 areas the school scored exemplary, 28/40 implemented and 2/40 partially implemented. Exemplary areas were identified in areas of Teaching for Learning, Leadership and Personnel and Professional Learning. Implemented areas were identified in the areas of School and Community Relations and Instructional Leadership. Partially implemented areas were identified in limited parent involvement on school improvement committees and a lack of extensive new teacher induction program. Even though programs are in place, these are areas for identifiable improvement during 2014-2015. In conclusion, core curriculum areas of Science and Social Studies need to be aligned to the Common Core Standards during 2014-1015. Updated materials will continue to be reviewed and chosen to meet this need. Common Core Math professional development for pre-school through fourth grade staff will continue and dates are set for 2014-2015.

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Perceptions:

A comprehensive needs assessment was completed including a survey of parents, staff and students.

During the 2013-2014 school year, a parent survey was examined to evaluate parent perceptions. Results indicate that parents over-all agree or strongly agree that the school is welcoming, safe, are informed of student's progress, provides adequate school activities, communicates needs and welcomes parent volunteers, performs well academically, recognizes student success, teachers show respect for students and parents respect teachers and the school principal. On the other hand, one area that parents recognize an area of improvement is technology. They do not feel CES has adequate technology available to the students.

To future support continued parent involvement and encourage increased involvement on the CES School Improvement Team, the Parent Involvement Policy will continue to be reviewed with parents and supported by staff.

In addition, Columbia Elementary School will provide timely information through:

- Annual Title 1 meeting
- Curriculum Nights (childcare provided)***
- Parent conferences (additional conferences upon parent request)
- School/Classroom Newsletters/District Newsletters/District E-Letter
- Progress Reports and Report Cards
- District Web Site - Policy and Compact available on website
- Reading Recovery Parent Conferences will continue to support parent involvement in early literacy by meeting with the Reading Recovery Specialist to review the intervention program and discuss students progress thus far.
- Transition to Kindergarten Program - Parent awareness evening and coordination with day cares and preschools to educate all involved about kindergarten expectations

- Parent Workshops (childcare provided)

- Home Visits for preschool

- Daily Take Home Folders

- Telephone Calls/E-mail correspondence

- Parent-Student Handbook

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 school goals are highly connected to the needs assessment. After analyzing the needs assessment, goals were chosen to portray the priority needs of our school. Goals will be selected in the areas of Science, math, reading and social studies as these were areas where we did not meet our target goal set by the state.
The goals portray an analysis of multiple types of data because data from the I-ready test, local assessment math and science assessments, Star Reading, Fountas and Pinnell running records, and writing samples were analyzed, The goals were chosen based on the priority needs found in this 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?

Our Science goal addresses the needs of the whole school population by requiring hands-on experiments at ALL grades and a school-wide goal of ALL students being able to identify 5 steps of the Scientific process. Identified special education students will receive additional support in Science from the special education teachers and staff.

Our Reading goal addresses the needs of the whole school population by requiring a literacy rich environment in every classroom, teachers to incorporate Daily 5 and CAFE, and daily guided leveled reading. Identified special education students will receive additional support in Reading from the special education teachers and staff. In addition, children who are disadvantaged can receive Reading Recovery, Brooklyn Buddies and one-on-one or small group instruction with a highly qualified teacher while para-pros assist the large group support.

Our Math goal addresses the needs of the whole school population by requiring hands-on differentiation in all classrooms. Identified special education students will receive additional support in Math from the special education teachers and staff. In addition, children who are disadvantaged can receive one-on-one or small group instruction with a highly qualified teacher while para-pros assist the large group support. In addition, we focused on math instruction at Curriculum night and gave parent's games and manipulatives to use at home.

Component 2: Schoolwide Reform Strategies

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

Strategies that help all students reach the State's standards include Guiding Reading, writing workshop, use of differentiated instruction including math manipulatives in math, teaching Informational reading strategies, and conducting science experiments to learn the scientific process in Science.

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).

Methods and strategies that increase the quality and quantity of instructions include at-risk interventions, RTI, best practices, technology and differentiated instruction including activities such as para-pro support, after-school programs, special education support, online games and programs, hands-on manipulative use, science experiments, Daily 5 reading, writers workshop and math workshop.

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

Findings in the needs assessment align with research-based strategies such as Best Practices in Teaching, At-Risk Interventions, Differentiated Instruction and Technology in Instruction because these strategies help all of our students meet the academic standards in the areas that are needed most.

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.

Strategies that provide students with the most instructional support include RTI, Guided Reading, Differentiated Instruction and Technology Instruction. Activities include para-pro classroom support which allows the teacher more time with struggling students, Guided reading lessons more frequently, Special Education support for identified students, online computer programs which give students extra practice on needed skills, hands-on manipulatives which address different types of learners, and RTI strategies in the classroom.

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

Local assessments in math, running records in guided reading, and writing rubrics are analyzed at the end of the first and second trimester to determine if students are making adequate progress or are in need of additional interventions. We have implemented a student intervention team meeting to discuss students who are struggling and possible interventions for teachers to try. The next month teachers return to the

team and report how the student is achieving and changes are made to the interventions if necessary. Students who continue to struggle are referred to the Special Education process

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals are highly qualified according to the NCLB guidelines.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers are highly qualified according to the NCLB guidelines.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was no teacher turnover this school year.

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

The district currently has no open teaching positions. There is an extremely low teacher turnover rate.

100% of our teaching staff is highly qualified according to state and federal guidelines.

19 Highly Qualified Teachers:

Number of Yrs at Columbia Elementary School (CES)

0-5 yrs taught: (7)

6-10 yrs taught: (5)

11-15 yrs taught: (2)

15+ yrs taught: (5)

Highly Qualified Teachers:

Classroom Teacher Professional Degrees

B.A./B.S.

12

Master's Degree

7

Ed. Specialist

0

Ph.D

0

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

Columbia Elementary School has implemented the following initiatives to attract and retain high quality teachers:

*encourages teacher involvement in the school improvement process

*provides professional development to support teaching and learning

*teachers are included in the decision making process

*teacher leadership is highly encouraged and supported

*strong parent involvement

*building level new teacher mentorship

*provides extended day programs to support student learning ie: Reading Recovery,Brooklyn

Buddies etc.

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

There are several initiatives utilized by Columbia School District that may attract and retain highly qualified teachers.

The Columbia School District:

*is located in a rural area within a multitude of inland lakes and plenty of recreactional opportunities.

*offers a safe and secure working environment for all staff members.

*offers competitive salary and benefit packages.

*provides ongoing professional development opportunities to enhance instruction and support teachers.

*encourages pre-service and student teachers from local colleges and universities to be mentored by our experienced staff.

*teachers are included in making decisions about district level curriculum.

*teachers are assigned a mentor within the building for two to five years to offer support and guidance

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?

NA

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.

The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and School wide Reform Model should also be included in the school-level Activities section. Staff
will receive professional development in Common Core Language Arts and Technology.

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

We continue to have professional development in common core methods every year. Professional Development is offered to teachers and staff before school starts in August and throughout the year during teacher in service days and workshops.

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

Component 6:   Strategies to Increase Parental Involvement

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

Parents were clearly involved in the design of the School-Parent Compact and the school-wide plan by participating in school improvement meetings, and emails. Parents interested in being involved with the Columbia Elementary School design of the plan communicated with the rest of the school improvement team through email and phone conversations as well as being invited to attend planning committee meetings.

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

Interested parents will take part in the monthly school improvement planning meetings.
In response to the needs expressed through parent surveys, CES staff will provide several whole school parent involvement activities that the school improvement team has determined beneficial to those parents.

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

Columbia Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:
- Reviewing the School-Parent Compact at the Parent-Teacher Conferences
- Reviewing and distributing School-Parent Compacts at the beginning of each school year.
- Conducting a Parent Survey at Parent Teacher conferences for all parents which includes questions regarding the Title 1 program
- Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at regularly scheduled school improvement meetings.
Acting on these suggestions made by stakeholders as appropriate.
- Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results
- Holding a Title 1 meeting at flexible times during conferences to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.
- Review Title 1 survey related results at the building school improvement meeting. These suggestions will be used to revise the parent school compact and parent involvement policy.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, district publications, website, and Honeywell Instant Alert System) to increase parent involvement in the School-Title 1 program

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		2014/2015 Parent Involvement Policy

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

Columbia Elementary School offers training and materials to parents through the following events and

activities:

- Transition to Kindergarten Parent Night (childcare provided)

- Kindergarten Spring Orientation Day

- Parent Workshops (childcare provided)

- Kindergarten Literacy Packets provided for incoming kindergarteners given to parents at Kindergarten

Orientation and Registration

- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

- Weekly school newsletters/Classroom newsletters/District publications

- District Website Parent Links - provides parents with materials and resources to help their child achieve

success

-Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to

communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Columbia Elementary School values and respects parent involvement in the school community. Parent

involvement will be part of the professional development plan. Staff will attend workshops and implement

new ideas for effective parent communication. When situations occur that involve students or the welfare of

the entire school community, parents are always the first point of contact. District will in-service teachers

on how to utilize district website to post classroom web pages.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Columbia Elementary School will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations

- BAECA (birth to age 5) Early Literacy Saturdays: Program includes offering free early literacy activities two times per year

- GSRP-Great Start Readiness Program: Preschool program located in our district that prepares students

for Kindergarten expectations

- Brooklyn Buddies Reading Volunteer Program

- Carnival-school wide fun night

- PTO

- Preschool Visit: Preschoolers and their parents invited to tour the Columbia Pre-school Program

- Head Start partnership with Jackson County Community Action Agency

Inform parents of school and parent programs in a timely and practical format in a language they can

understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Columbia Elementary will

provide:

- Daily Take Home Communication Folders

- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can

understand

- Bilingual or deaf interpreter, as needed for all parent contacts

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

Parents will be encouraged to complete a Parent Satisfaction Survey, to evaluate the effectiveness of each program, activity, and meeting

that they attend at the school.

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

The school improvement committee evaluated the effectiveness of the school-wide programs by analyzing the Parent Title 1 Surveys. It was determined that parents are generally over-all satisfied with the programs provided. These comments/results will help drive next year's school-wide improvement plan. Since parents are satisfied with the interventions provided and student progress is indicated, we will continue with the same interventions. However, in the future if it is determined that parents are dissatisfied, then interventions will be re-evaluated. By continually requesting parental input, parent involvement will increase which in turn positively affects student learning.

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

Parents and staff worked together to create the compact that outlines the responsibilities of parents, students, teachers, and administrators. The compact is discussed annually at parent/teacher conferences. A review of the previous plan was done at parent involvement planning meetings. Parents and staff worked together to revise the plan to include all of the required components. This compact will be reviewed, updated, and revised annually by a team of parents, staff members, and administration during a regularly scheduled school improvement meeting.

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

The parent compact is reviewed at elementary parent teacher conferences. The teacher and parent(s) communicate about the student's behavior/academic achievement at home and school in order to achieve the child's maximum potential.

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

Columbia Elementary School does not have middle school or high school level students.

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

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

Columbia Elementary has a strong commitment to assist all parents in understanding the Common Core Standards and GLCE's required by the state. The staff will convey information on various aspects of education. Parents will be taught to understand local and state assessment data in family friendly language during our Open House and Curriculum Nights, where they will also be provided with curriculum guides. In order to better monitor their child's progress, the ability to understand state assessment data, comprehend local assessments (Star Reading reports, progress reports, SWAT results and report cards), and Power School, information will be provided in family friendly language and accommodations provided as needed.

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?

Columbia preschool has a plan to connect with the kindergarten classrooms by visiting the classrooms, participating in group activities, and touring the elementary school at least 3 times a year. Preschoolers attend assemblies, bookfairs, afterschool family programs, and recieve Columbia Elementary School and PTO newsletters. Individual preschool classes met with Kindergarten teachers to do group activities such as painting projects, learning beginning Spanish, singing songs, buddy reading, etc.

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?

Columbia Elementary Kindergarten teachers work with Columbia preschool teachers to develop a plan for kindergarten readiness. Preschool teachers attend inservices and workshops with the elementary teachers. Columbia preschool teachers attend 5 or more conferences per year that pertain to developing Kindergarten readiness skills. Parents and preschool students are invited to Early Literacy Saturdays which is a program to foster literacy in the home enviroment. The preschool parents are provided with information on Kindergarten readiness skills through informational packets, a developmentally appropriate preschool report card with clearly defined kindergarten readiness skills, weekly newsletters, and training opportunities throughout the community as well as our preschool family literacy nights. Parents are invited to a kindergarten informational meeting and a kindergarten meet and greet they attend with their child where they meet the kindergarten teachers, tour the classrooms, and participate in kindergarten preparedness activities.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are involved in the decision-making process regarding assessments; teams of teachers decide the timing, scoring, and process of analyzing assessments, as well as modification of their instruction using the results of that analysis. Teachers will use scheduled common planning time, twice/marking period, to meet with colleagues to review assessment data and evaluate students for further interventions.

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

Teachers are involved in data analysis activities during common planning time, district and building school improvement activities, and other professional development meetings. The ISD also provides ongoing inservice trainings that support data analysis as it relates to student achievement.

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

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

Columbia Elementary School has a process in place to identify students experiencing difficulty mastering
Michigan's academic achievement standards at an advanced or proficient level. Timely, effective, additional assistance is provided to aid these students as well as to enrich and accelerate their learning. First, teachers identify students who are stuggling to meet the Grade Level Content Expectations/Common Core Standards in all four core areas. Next, teachers implement research based differentiated instructional strategies and interventions to meet student needs and document their findings. Using the RTI model, teachers determine which research-based intervention strategies to implement. If significant progress is not made in a timely manner, the teacher attend Student Intervention meeting to discuss progress and intervention ideas with staff. Monthly meetings revisit each brought to the team. Then, if appropriate and timely progress is not made, the teacher requests a formal Child Study Team meeting. It is then determined by the Child Study Team if further testing, additional meetings or supplementary strategies are necessary for student success. Local, state and classroom assessments data, as well as, teacher recommendations are utilized to target students for interventions. All content areas are considered as outlined below:
Reading
Grade Span: K-2
Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: Report cards (scores a D or below or needs improvement), MLPP (K-2), State Assessment (3-4), Fountas & Pinnell, Star Reading (1.5 or below grade level), Accelerated Reader (a year or more below grade level), classroom assestments (students performing 60% or below on grade level assessments)
Writing
Grade Span: K-2
Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: MLPP rubric for grades K-1 (scoring below proficiency), MEAP rubric for grades 2(scoring below proficiency), and local assessments use the MLPP rubric for K-2
Math
Grade Span: K-2
Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: State Assessment(scoring below proficiency), SWAT (scoring below grade level benchmarks), Accelerated Math (scoring 1.5 years below grade level), Report cards (a D or below or needs improvement), classroom assessments (a D or below or needs improvement)
Science
Grade Span: K-2
Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or Special Education services: classroom assessments (scoring 60% or below) and report cards (scoring a D or below or needs improvement).
Social Studies
Grade Span: K-2
Measures to define student achievement deficits and who are given support through RTI interventions in the classroom through Title I or

Special Education services:: classroom assessments (scoring 60% or below) and report cards (scoring a D or below or needs improvement)

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?

Below is a breakout of interventions provided in and out of school (extended time) for each content area. When referring to RTI assistance, all staff provides support. Differentiated instruction is integrated into all classrooms and specific strategies are determined by assessment driven data. The Brooklyn Buddies and Reading Recovery Programs as well as Special Education provide interventions based on specific needs. Any students not meeting standards is given additional support and instruction on a daily basis either through in school or extended day interventions.

English Language Arts:

Reading

Grade Span: K-2

Measures to define student achievement gaps: Brooklyn Buddies Reports, Reading Recovery, MLPP rubric for lower elementary, Fountas & Pinnell for K-2, local assessments

-In-school Interventions: In all classrooms implement research based reading strategies, differentiated instruction, guided reading and leveled groups and Accelerated Reader.

-Extended Day Interventions: Brooklyn Buddies, Reading Recovery/Literacy Groups(Grades 1-2),Brooklyn Early Childhood Advocates, Literacy Saturdays, Kindergarten readiness bags,March is Reading Month, Meet the Author, curriculum night, classroom websites and conferences.

Writing

Grade Span: K-2

Measures to define student achievement gaps: MLPP rubric for grades K-2, and local assessments

-In-school Interventions: In all classrooms, teachers will use best practice in writing instruction and

differentiated instruction across all content areas including writer's workshop, writing blocks, and Write Steps to meet the individual needs of each student. Teachers will supplement as needed with Calkins, Collins and 6+1 Traits. Writing will also be supported by using small group work, taped readings, extra practice and using examples of proficient writing.

-Extended Day Interventions: Awesome Author, Meet the Author, curriculum night, literacy-parent night

Math

Grade Span: K-2

Measures to define student achievement gaps Accelerated Math, local assessments

-In-school Interventions: In all classrooms implement research based math strategies and differentiated instruction to meet individual needs of each student, Brooklyn Buddies, technology based instructional materials and equipment, para-pro support, Accelerated Math

Science

Grade Span: K-2

Measures to define student achievement gaps: classroom assessments, State Assessment results

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum nights, Science Night, Science Exploration Day

Social Studies

Grade Span: K-2

Measures to define student achievement gaps: classroom assessments, State Assessment results

-In-school Interventions: In all classrooms implement differentiated instruction and strategies to meet the learning needs of all students. Support informational reading strategies across the curriculum, extended learning opportunities, use of technologically based websites to expand learning

-Extended Day Interventions: Field Trips, curriculum nights

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

Student's individual needs are being addressed through At-Risk interventions, RTI strategies in the classroom, and differentiated instruction including Daily 5/CAFE, math and writer's workshop, online technology, accelerated reader and accelerated math and guided reading. Students are supported and taught at their individual level through these programs.

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.

All of the following programs and resources are coordinated and integrated toward the achievement of Columbia Elementary school-wide goals. Columbia Elementary coordinates and integrates funds from the General Fund, Title IA, Title IIA, Safe and Drug Free Fund, GSRP, and the parent/teacher organization. These funds will be utilized to provide staff, parents, and students with the support necessary for the attainment of our educational goals.

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.

Columbia Elementary has a variety of programs coordinated for violence prevention such as Nurtured Heart, The Bucket Filling program (is aprogram based off the educational programs of Merrill Lundgren for positive social interaction), anti-bullying programs, and character education ("Be a Champion"). Columbia School District implemented a coordinated school health initiative which CES has adopted. CES promotes early literacy by providing preschool and early childhood literacy Saturdays which promotes literacy for children from birth to five years of age. This program is funded by Title 1 and GSRP.

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

Our program and resources are coordinated and integrated toward the achievement of school-wide goals. Columbia Elementary has a number of federal, state and local programs and services that are coordinated and integrated into our school to support eligible Title I, Part A students. We have a reading intervention program called Brooklyn Buddies which focuses on kindergarten and first grade that provides one on-one tutoring. Reading Recovery is provided to identified first and second graders. Our local programs receive support from JCISD that provide assistance with: curriculum development, data analysis, professional development, and the after school tutoring/enrichment and assistance with food and clothing. The building uses funds from the following sources: general fund, building fundraisers, local organizations/businesses,Title I, Title IIA, GSRP, Safe and Drug Free Schools, McKinney-Vento funds as well as support from the Jackson County Intermediate School
District to support the schoolwide program and our initiatives in the SIP.
1. Comprehensive Needs Assessment
a. General Fund (School Improvement Release Time)
2. Schoolwide Reform Strategies
a. Title IIA (Nurtured Heart Professional Development)
b. Title IA (RTI and intervention strategies)
c. General Fund (Differentiation in gen ed classroom)
3. Highly Qualified Staff
a. General Fund (salaries)

b. Title IIA (Professional Development)

4. Attract and Retain Highly Qualified Staff

a. General Fund (salaries and tuition reimbursement)

5. Professional Development

a. Title IIA (conference costs)

6. Parental Involvement

a. General Fund

b. Title IA

c. Parent Teacher Organization

7. Preschool Transition

a. GSRP (State funded preschool program)

b. General Fund (tuition based preschool)

8. Assessment Decisions

a. General Fund (County Wide Common Assessment)

9. Timely and Additional Assistance

a. General Fund

b. Title IA

c. Special Education Services provided through Jackson County ISD

10.Coordination and Integration of Federal, State and Local Resources

a. Jackson County Health Department

b. Child Nutrition by food service director

c. Title IA

d. Title IIA

e. McKinney Vento

Evaluation:

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

Our SIT annually evaluates the implementation of, and results achieved by, the school wide program. This evaluation will be data-driven utilizing the State's annual assessment and other indicators of academic achievement: the State Assessment,SPR40, survey data, and local assessments.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Our SIT annually evaluates the implementation of, and results achieved by, the school wide program. This evaluation will be data-driven utilizing the State's annual assessment and other indicators of academic achievement: the State Assessment,SPR40, survey data, and local assessments.

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.

This annual evaluation process will be used to determine if the school wide program was effective in
increasing the achievement of all students, especially those who have been furthest from achieving the standards.

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 facilitate the revision of the plan as necessary based on the results of the evaluation to ensure continuous improvement of students in the school-wide program. The school improvement team will collaborate with the staff to dissaggregate the data on state and local assessments and then use the RTI process to implement the revisions as necessary. Increasing student achievement is our primary concern. At staff meetings, parent teacher conferences, curriculum council meetings, and school board meetings, all stakeholders have the opportunity to share ideas and make suggestions to alter the plan

2015/2016 School Improvement Plan CCES

Overview

Plan Name

2015/2016 School Improvement Plan CCES

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 Columbia Central Elementary School will be proficient in Science.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$3800
2	All students at Columbia Central Elementary School will be proficient in Math.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$41300
3	All students at Columbia Central Elementary will be proficient in Reading.	Objectives: 2 Strategies: 2 Activities: 9	Academic	$116300

Goal 1: All students at Columbia Central Elementary School will be proficient in Science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by a 85% building pass rate in Science by 06/01/2016 as measured by the Plant Post Test.

(shared) Strategy 1:

Science Pedagogy - All teachers will use common vocabulary in Science, do a hands-on experiment for each Science Area in their grade level, collaborate with other teachers for effective instruction, use science magazines and non-fiction science books.

Category:

Research Cited: Banilower, Eric. Effective Science Instruction: What Does Research Tell Us? 2nd. ed. center on Instruction by Horizon Research, Inc., Inc. 2010. Web. 16 June 2014.

Tier: Tier 1

Activity - Non-Fiction Science Literature and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have Science Magazines available for reading. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$0	No Funding Required	Deb Powell and Science Committee

Activity - Scientific Process Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/03/2016	$0	No Funding Required	Science Committee

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate regarding lessons, materials, experiments, and evaluations. Teachers will investigate new materials for possible purchase and updating.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	Title I Part A	CES Teachers

Activity - Guided Reading Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$650	Title I Part A	School Improvement Committees

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Activity - Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$250	Title I Part A	CES Teachers

Activity - Cranbook Sience on the Go	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	09/04/2015	04/29/2016	$1000	Title I Part A	Science Committee

Strategy 2:

At Risk Interventions - Teachers will provide at risk interventions in the core area of Science for all students. Teachers will provide for students to use many and varied approaches to demonstrate competency. The school or program will continuously adapt the science curriculum, instruction and assessments to meet the diverse and changing needs of students.

Category:

Research Cited: Visible Learning, A synthesis of over 800 meta-analyses relating to achievement, John Hattie (2009)

Tier: Tier 2

Activity - Engage parents, community and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, teachers, parents, the community, and school will work together during Cranbrook Science Night, conferences, and classroom websites.	Community Engagement	Tier 2	Implement	09/08/2015	06/03/2016	$900	Title I Part A	Science Committee

Activity - Special Education Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified special education students will receive additional support from the special education teachers and staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	General Fund	Deb Powell, Principal

Measurable Objective 2:

85% of All Students will demonstrate a proficiency on local scientific process assessment in Science by 05/06/2016 as measured by 100% accuracy on the assessment.

(shared) Strategy 1:

Science Pedagogy - All teachers will use common vocabulary in Science, do a hands-on experiment for each Science Area in their grade level, collaborate with other teachers for effective instruction, use science magazines and non-fiction science books.

Category:

Research Cited: Banilower, Eric. Effective Science Instruction: What Does Research Tell Us? 2nd. ed. center on Instruction by Horizon Research, Inc., Inc. 2010. Web. 16 June 2014.

Tier: Tier 1

Activity - Non-Fiction Science Literature and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have Science Magazines available for reading. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$0	No Funding Required	Deb Powell and Science Committee

Activity - Scientific Process Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/03/2016	$0	No Funding Required	Science Committee

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate regarding lessons, materials, experiments, and evaluations. Teachers will investigate new materials for possible purchase and updating.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	Title I Part A	CES Teachers

Activity - Guided Reading Science Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$650	Title I Part A	School Improvement Committees

Activity - Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$250	Title I Part A	CES Teachers

Activity - Cranbook Sience on the Go	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	09/04/2015	04/29/2016	$1000	Title I Part A	Science Committee

Goal 2: All students at Columbia Central Elementary School will be proficient in Math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by 85% of the students reaching grade level expectation or making 9 months growth in Mathematics by 06/03/2016 as measured by the scores on the i-Ready Assessment.

(shared) Strategy 1:

Engaging Students in Mathematics - Teachers will implement hands-on interactive instructional model for differentiated math instruction.

Category:

Research Cited: Frost, Frederica, "Promoting Reform in Mathematics Education: Project Prime" (2012): 52.,. Print.

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in math journals in all grade levels weekly.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	General Fund	Math committee

Activity - Math Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to math literature to connect learning with daily lessons.	Curriculum Development	Tier 1	Implement	09/08/2015	06/03/2016	$600	Title I Part A	CES staff

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Technology, Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Strategy 2:

At Risk Intervention - Teachers will provide at risk interventions in the core area of Math for all students. Afterschool programs, curriculum night, and special education services.

Category:

Research Cited: Visible Learning, A synthesis of over 800 meta-analysis relating to acheivement, John Hattie (2009)

Tier: Tier 2

Activity - Engaging parents, community and school staff to work together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum night, parent teacher conferences and classroom websites will engage and inform parents and the community.	Community Engageme nt	Tier 1		09/08/2015	06/03/2016	$500	Title I Part A	CES Staff and Principal

Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionist provided for math intervention for students who need or want extra assistance in math.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$4200	Title I Part A	Deb Powell/Adm inistration

Activity - Para Pros support small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para Pros will deliver small group instruction to students under teacher guidance.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$30000	Other	CES teachers

Activity - Special Education Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified special education students will receive additional support from the special education teachers and staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	Special Education	Margarita Berkemeier

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by 85% of the students reaching grade level expectation   in Mathematics by 05/27/2016 as measured by the SWAT assessment.

(shared) Strategy 1:

Engaging Students in Mathematics - Teachers will implement hands-on interactive instructional model for differentiated math instruction.

Category:

Research Cited: Frost, Frederica, "Promoting Reform in Mathematics Education: Project Prime" (2012): 52.,. Print.

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in math journals in all grade levels weekly.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	General Fund	Math committee

Activity - Math Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will listen to math literature to connect learning with daily lessons.	Curriculum Development	Tier 1	Implement	09/08/2015	06/03/2016	$600	Title I Part A	CES staff

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Technology, Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Goal 3: All students at Columbia Central Elementary will be proficient in Reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 85% of students reaching grade level expectations or making 9 months growth in English Language Arts by 06/03/2016 as measured by the scores on the i-Ready Assessment.

(shared) Strategy 1:

Guided Reading - Teachers will differentiate instruction using Guided Reading strategies.

Category:

Research Cited: Pinnell, Gay Su and Fountas, Irene C. "Research Base for Guided REading as an Instructional Approach. "Scholastic, n.d. web. 16 June 2014.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teaching staff will collaborate in their grade levels to review the Common Core Standards and align lessons.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	Title II Part A	Deb Powell

Activity - Nonfiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational books in guided reading groups. Students will have the opportunity to check out informational books from the library on a regular basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	No Funding Required	CES teachers

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell/Administration

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online reading program designed to motivate and monitor student reading.	Technology, Supplemental Materials	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1300	Title I Schoolwide	Reading Committee

Strategy 2:

At Risk Interventions - Extended Day programs, parent education programs, special education services, support staff and the RTI process will provide at risk interventions and support for struggling learners. Resources needed include funding for staff, professional development, refreshments during extended day activities, and materials for afterschool programs. CES teachers and Deb Powell will monitor.

Category:

Research Cited: The Highly Engaged Classroom, Robert Marzano, Debra Pickering, Tammy Heflebower (2001) Best Practices Third Edition, Zemelman, Daniels & Hyde (2005)

Tier:

Activity - Extended Day Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| CES staff will educate parents and community during parent teacher conferences and classroom websites. Afterschool and evening programs include Book Bingo, Brooklyn Area Early Childhood Advocates family fun events, Kindergarten Readiness take home bags, Parents as Partners First Grade Reading Night, Kindergarten Literacy Bags, K/1 Baggie Books | Academic Support Program | Tier 2 | | 09/08/2015 | 06/03/2016 | $2000 | Title I Part A | CES Staff, Reading Committee, Deb Powell |

Activity - Literacy Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery, Literacy Groups and Brooklyn Buddies support readers from grades Kindergarten through 2nd grade.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$61000	Title I Part A	Lori Kouba, Brooklyn Buddies Brenda Schedeler, Reading Recovery and Literacy Groups

Activity - Para Pros	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Para Pros will offer support to individual students and small groups.	Academic Support Program	Tier 1	Implement	09/08/2015	06/03/2016	$45000	Other	Classroom teachers

Activity - Special Education Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Special Education students will recieve additional support from the special education department. In addition, LINKS, a peer to peer support program form Autistic Spectrum Disorder students, enhances student achievement.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	No Funding Required	Links coordinator, special education staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by 85% of students reading at or above grade level or making 9 months growth in guided reading levels in English Language Arts by 06/03/2016 as measured by Fountas and Pinnell running records.

(shared) Strategy 1:

Guided Reading - Teachers will differentiate instruction using Guided Reading strategies.

Category:

Research Cited: Pinnell, Gay Su and Fountas, Irene C. "Research Base for Guided REading as an Instructional Approach. "Scholastic, n.d. web. 16 June 2014.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will collaborate in their grade levels to review the Common Core Standards and align lessons.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	Title II Part A	Deb Powell

Activity - Nonfiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational books in guided reading groups. Students will have the opportunity to check out informational books from the library on a regular basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	No Funding Required	CES teachers

Activity - i-Ready Teacher toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell

Activity - i-Ready Diagnostic & Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Title I Schoolwide	Deb Powell/Administration

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online reading program designed to motivate and monitor student reading.	Technology, Supplemental Materials	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1300	Title I Schoolwide	Reading Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engaging parents, community and school staff to work together	Curriculum night, parent teacher conferences and classroom websites will engage and inform parents and the community.	Community Engageme nt	Tier 1		09/08/2015	06/03/2016	$500	CES Staff and Principal
Engage parents, community and school staff to work together	Students, teachers, parents, the community, and school will work together during Cranbrook Science Night, conferences, and classroom websites.	Community Engageme nt	Tier 2	Implement	09/08/2015	06/03/2016	$900	Science Committee
Extended Day Programs	CES staff will educate parents and community during parent teacher conferences and classroom websites. Afterschool and evening programs include Book Bingo, Brooklyn Area Early Childhood Advocates family fun events, Kindergarten Readiness take home bags, Parents as Partners First Grade Reading Night, Kindergarten Literacy Bags, K/1 Baggie Books	Academic Support Program	Tier 2		09/08/2015	06/03/2016	$2000	CES Staff, Reading Committee, Deb Powell
Math Literature	Students will listen to math literature to connect learning with daily lessons.	Curriculum Developme nt	Tier 1	Implement	09/08/2015	06/03/2016	$600	CES staff
Cranbook Sience on the Go	Students will participate in science activities and experiments provided by Cranbrook in a traveling fieldtrip experience.	Direct Instruction	Tier 1	Implement	09/04/2015	04/29/2016	$1000	Science Committee
Math Interventionist	Math Interventionist provided for math intervention for students who need or want extra assistance in math.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$4200	Deb Powell/Adm inistration
Literacy Support	Reading Recovery, Literacy Groups and Brooklyn Buddies support readers from grades Kindergarten through 2nd grade.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$61000	Lori Kouba, Brooklyn Buddies Brenda Schedeler, Reading Recovery and Literacy Groups

Science Experiments	Teachers will implement the use of Science manipulatives/activities/experiments, including at least one hands-on activity in each Science Area for their grade level (3 or 4 activities per year minimum).	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$250	CES Teachers
Teacher Collaboration	Teachers will collaborate regarding lessons, materials, experiments, and evaluations. Teachers will investigate new materials for possible purchase and updating.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	CES Teachers
Guided Reading Science Books	Students will read science books during guided reading.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$650	School Improvement Committees

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journals	Students will write in math journals in all grade levels weekly.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	Math committee
Special Education Services	Identified special education students will receive additional support from the special education teachers and staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	Deb Powell, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Process Assessment	Students will take a pre-test and post-test on the scientific process. Students with 100% will be considered proficient.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/03/2016	$0	Science Committee
Nonfiction Reading	Students will read informational books in guided reading groups. Students will have the opportunity to check out informational books from the library on a regular basis.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$0	CES teachers
Special Education Services	Identified Special Education students will recieve additional support from the special education department. In addition, LINKS, a peer to peer support program form Autistic Spectrum Disorder students, enhances student achievement.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	Links coordinator, special education staff
Non-Fiction Science Literature and Writing	Students will have Science Magazines available for reading. Students will write about Science when appropriate.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$0	Deb Powell and Science Committee

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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Services	Identified special education students will receive additional support from the special education teachers and staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	$0	Margarita Berkemeier

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teaching staff will collaborate in their grade levels to review the Common Core Standards and align lessons.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1000	Deb Powell

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Para Pros support small group instruction	Para Pros will deliver small group instruction to students under teacher guidance.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	$30000	CES teachers
Para Pros	Classroom Para Pros will offer support to individual students and small groups.	Academic Support Program	Tier 1	Implement	09/08/2015	06/03/2016	$45000	Classroom teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Raz-Kids	Online reading program designed to motivate and monitor student reading.	Technology, Supplemental Materials	Tier 1	Getting Ready	09/08/2015	06/03/2016	$1300	Reading Committee
i-Ready Teacher toolkit	i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Deb Powell
i-Ready Diagnostic & Instruction	Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Deb Powell/Administration

i-Ready Diagnostic & Instruction	Provides Online instruction with personalized diagnostic instruction and teacher led instruction.	Technology, Supplemental Materials	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Deb Powell
i-Ready Teacher toolkit	i-Ready teacher toolkit is a research based classroom program that aides teachers to address diverse needs of each student.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	$3000	Deb Powell