School Improvement Plan

Madison Elementary School

Madison School District (Lenawee)

Mr. Nathan T Pechaitis, Principal
3498 Treat Hwy
Adrian, MI 49221-9763

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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?

The mission (purpose) statement of Madison School District is reviewed and revised at the annual School Board retreat. The retreat provides an opportunity for stakeholders to discuss various aspects of the school's mission and vision (direction). This event includes time to reflect upon the mission statement and reaffirm the statement based on input from stakeholders. The Madison Board of Education and administration utilize this this opportunity to collaborate with parents, students, district school improvement team members, alumni, and staff. The mission is reviewed and, if necessary, revised to assure the purpose and direction aligns with the strategic plan. The mission and vision statement is adopted once stakeholders in attendance have an opportunity to discuss proposed changes. It is with great pride that stakeholders of the Madison School District gather to honor past contributions, cherish present accomplishments, and deliberately move towards future goals.

School's Purpose

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

We Believe -

- Everyone can learn and has the right to learn in a safe, respectful, supportive, and stimulating environment

- Motivation, a positive attitude, and acceptance of responsibility are imperative to success in learning

- Students' learning, attendance, and behavior improve when they are actively engaged in rigorous, relevant, and meaningful work

- Students need to have adults and peers in their lives that model a strong work ethic, integrity, compassion, commitment, and pride

- The foundation of education is a partnership that includes two-way communication between family, school, and community - the Madison Family

School Context

Madison School District serves a Pre K-12 population of approximately 1600 students. The population's youngest students, four-year olds, are served by 2 Great Start classrooms housed within Madison Elementary School.   Madison is a unique school district for several reasons. One reason is that approximately 48% of the students enrolled at Madison School District are School of Choice students. Madison serves resident students from the City of Adrian as well as Adrian, Madison, and Palmyra townships. Students enrolled through School of Choice are primarily residents of the Adrian School District. Additionally, Madison's student enrollment has grown, mostly due to School of Choice, while enrollment throughout Lenawee County has significantly decreased over the past ten years. Madison School District is comprised of an elementary school, a middle school, and a high school. All three schools are located on one campus and under one roof.
Madison School District employs over 100 certified, highly qualified teachers. In addition, support staff in areas of instruction, transportation, technology, custodial/maintenance, and food service work to support student growth. Madison, due to enrollment growth has more than doubled its Pre K-12 student population since 1994. Last year 4 teachers were hired to fill vacant positions, provide additional sections at specific grade levels, or to expand educational programming. The District continues to strategically enhance nationally recognized programs such as Project Lead the Way and, at the same time, initiate new programs to enhance educational opportunities. Two years ago students were able to have the opportunity to be part of the first strings (orchestra) program at Madison. Madison administration and staff continue to research, develop, and initiate additional course offerings. Today Madison School District taxpayers continue a proud tradition of supporting funds for additional facilities to support educational programs. A new 5.2 million dollar Performing Arts Center was completed in the spring of 2013 to provide a state-of-the-art venue for strings, band, choir, performing and fine arts.
Madison School District is comprised of a diverse student population. Families who choose to send their child(ren) to Madison are of varying religion, race, and socio-economic status. It is a point of pride that each and every student at Madison, regardless of background, receives a quality, well-rounded education.   Madison has earned a positive reputation for delivering quality education and, at the same time, providing each student individualized attention. Each year staff and students join the Madison family to teach and learn. Madison School District is their school of choice.

Family Context

Madison School District has a relatively diverse PreK-12 student population compared with the resident population of Lenawee County. Although some students may reside in Madison Charter Township where the campus is physically located, students may also reside within the District if they own or rent a home in the City of Adrian or Adrian, Madison, or Palmyra townships. Furthermore, additional School of Choice students live throughout, and at times beyond, Lenawee County. Madison Charter Township is therefore a small portion of area which constitutes the student population enrolled at Madison. Of the approximately 1600 students enrolled at Madison 12% receive special education services. Approximately 74.2% of Madison students are eligible for free and reduced lunch. However, all Madison School District students at the elementary receive and breakfast lunch at no cost to their family through a federal grant. This is based on the high free and reduced lunch percentage among Madison School District's student population.

Community Context

Madison Charter Township is located within the Metropolitan Statistical Area of Adrian, Michigan, 49221. 2,365 households with 1,751 families reside within the Township. The population density is 283.7 per square mile. Madison Charter Township is located in Lenawee County. The county consists of 749.56 square miles, 30.9 square miles of which is Madison Charter Township.

Ethnicity/Race

Students enrolled at Madison consist of the following ethnicity/race. Included in parenthesis are Lenawee County percentages as defined by the U.S. Census Bureau, for comparison. Madison School District's student population is relatively diverse compared to the overall percentages located within Lenawee County. Madison School District consists of 63% (87.5%) White persons not Hispanic; 7% (2.8%) Black persons; 2% (1.8%) Persons reporting two or more races; 31% (7.6%) Persons of Hispanic or Latino origin. 10% of families located in Adrian speak a language other than English in their home.

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.

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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.

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Overall Strengths

Madison Elementary School continues to sustain educational opportunities aligned with the use of technology. Our building has 2 computer labs, 4 portable laptop labs, and 2 iPad carts. A full-time teacher designated for technology instruction at the elementary, computer labs, iPads, and SmartBoards are a few resources intended to enhance student use of technology as a part of their learning experience. Additionally, early elementary classrooms are equipped with sound systems to aid young students as they gain phonological awareness skills that will help them as they begin reading.

Co-curricular classes are provided to students on a daily basis. Classrooms at all grade levels follow a 6 day rotation that includes physical education, general music, art, and technology. Performing and Fine Arts programming continues to expand while maintaining a standard of excellence with current course offerings. Quality instruction for performing and fine arts is a point of pride.

Our daily schedule at Madison Elementary includes common grade level planning time every day for our teaching staff. There is regularly scheduled time for grade level professional development meetings where curriculum, integrated lessons, and school improvement initiatives are the focus.

Last year Madison Elementary School offered an option for families and faculty to participate in a balanced school year calendar. Approximately one third of the school population chose this option and began their school year in July. Interest in this popular option continues to grow in the 2015-16 school year.

Madison families continue to participate with their children's educational process in numerous ways. Parent-Teacher conferences are held and well attended (92% - 96%) twice a year. Teachers also utilize various means to communicate with families. E-mail, written communication logs, phone calls, and face-to-face meetings occur often. In addition the county-wide Alert Now system provides yet another resource to keep parents informed. Madison Elementary has a strong Parents and Teachers Together (P.A.T.T.) organization that meets monthly to support and enhance elementary students in their educational and social development.

Additional Information

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

Overall Challenges

Madison Elementary School has a significant student population that is classified as low socio-economic status (SES). Often families of lower SES have limited access to resources which may prepare students for additional educational opportunities. Often priorities focus on daily necessities such as food, shelter, and clothing rather than opportunities which may enhance the existing educational setting. Despite these challenges, Madison School District continues to exceed expectations, receiving state and national recognition for significant accomplishments related to student growth. Madison staff pride themselves on individualizing instruction and providing personal attention, sustaining a positive school culture where each and every student has the opportunity to reach his or her greatest potential.

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.

Each year stakeholders are invited to participate in the development of Madison School District's improvement plan. Each spring, student achievement data is analyzed and presented to stakeholders at the school improvement team meeting and at our Parents and Teachers Together meeting. Results of this data guide the development and implementation of the school improvement plan and process. This meeting is intended to discuss, with various stakeholders, aspects of the improvement plan. Stakeholder input guides the decision-making process intended to improve student growth and student achievement. In addition, the annual retreat, which occurs each fall, reviews aspects of the school improvement plan. Stakeholders are provided the opportunity to review and discuss how each aspect of the school improvement plan is being implemented and assessed. The annual retreat also provides an opportunity to illustrate how the school improvement plan corresponds with the strategic plan.

Stakeholders (parents, students, community members, teachers, paraprofessionals, kitchen, and maintenance staff) are invited to attend by administration. Building administration inform each stakeholder of their role in the process. Meetings dates are reviewed and established to accommodate the schedule of attendees.

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

Administration, supervisors, members of the Madison Michigan Education Association (MEA), paraprofessionals, parents, students, alumni, and kitchen and maintenance staff are involved in the development of the improvement plan. Administration provides information pertaining to available resources necessary to implement the plan for the following school year. Supervisors facilitate discussion and provide input regarding support to the improvement plan. Members of the MEA, students, parents, alumni, and staff provide input regarding specific strategies to accomplish goals set forth within the plan. Administration and staff take advantage of this opportunity each spring to collaborate with parents, students, district improvement team, members, alumni, and staff so that all voices are heard. Adoption of the school improvement plan occurs following the meeting and after receiving subsequent feedback. The school improvement plan represents the community's desire to provide a stable, yet progressive learning environment for all students.

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

The final school improvement plan is presented to the Board and then published on the Madison School District website. Various aspects of the plan are discussed at building school improvement team meetings and staff meetings. Monthly parent/community forums will occur throughout the school year where data related to the school improvement plan will be shared. Parents and community members will have an

opportunity to discuss, with stakeholders, relevant advancements regarding the goals, strategies, and assessments measuring the effectiveness of the plan.

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?

Madison Elementary School (Lenawee) 2012-13 All Grades All Students 829
Madison Elementary School (Lenawee) 2013-14 All Grades All Students 797
Madison Elementary School (Lenawee) 2014-15 All Grades All Students 806

As student count numbers grew in previous years, more faculty and staff were hired to keep class sizes smaller and to provide academic and general support to students. In 2013 - 14 our student count numbers decreased overall as a district, but our elementary numbers remained consistent through the fall count of 2014-15. However, we have experienced a growing number of students leave our school to out of the area. A great number of those leaving are moving out of state. One challenge is that funding is based on student enrollment and we are anticipating a decrease in student enrollment. Budgeting for facilities, staffing, technology, and additional resources is a significant challenge as funding has not appreciated at the rate of increased cost to educate K-12 students. Another challenge in looking at enrollment is that the kindergarten eligibility date has been rolled back a month again this year. This has affected our kindergarten enrollment. We are anticipating one less classroom in the fall of 2015-16. An additional challenge with the ever changing enrollment numbers is planning for our two different school calendars. Approximately one-third of the students have chosen the Balanced School Year (BSY) calendar, and the remainder have chosen the Traditional School Year (TSY) calendar. Developing classrooms that are balanced with student numbers, academic abilities, educational support needs, and demographically is challenging.

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

Chronically Absent

Attendance Rate (All)	Attendance Rate (Chronically Absent)	Student Count (Chronically Absent)	% Chronically Absent
2011-12 95.4%	90.5%	233	28.1%
2012-13 95.6%	90.5%	186	22.5%
2013-14 95.6%	90.0%	186	23.4%

The attendance rate has remained consistent in the last three years for all students. We continue to have a large number of students who are chronically absent. There was a decrease in the number of chronically absent students in 2012-13 and that number remained consistent in 2013-14. One challenge with attendance has been the high number of school of choice students who do not have a bus stop in their neighborhood and must provide their own transportation. We have provided opportunities for these students to ride the bus to/from school from the bus stop that is most convenient to the family. Another challenge that we have noticed is that kindergarten has a very high rate of chronically absent students and parents don't understand the importance attendance in relation to academic achievement. The compulsory school attendance law does not apply to children under the age of 6. Additionally we are challenged with parent apathy towards their child's

education, including attendance. We continue to help educate our stakeholders, including parents and students, on the importance of attendance through our district, school and classroom newsletters, through parent letters, phone calls and meetings. Additionally, Madison Elementary
School involves community agencies, including the truancy office, regarding poor school attendance.

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?

Three year trend data is not available. Madison Elementary School switched to a new data gathering system at the beginning of the 2014/2015 school year. We do not have access to the reports from the old data gathering system.
The biggest challenge we are facing is finding effective interventions for children with significant behavior issues. There are a handful of students in each grade that do not respond to any of the numerous interventions we put into place. We often have difficulty forming a productive partnership with the families of these children.

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

In order to keep funding high for student programming, Madison School District keeps administrative costs low. We continue to seek alternative funding to address these challenges. A responsible approach to budgeting has allowed for advancement of educational programming even in these tough economic times.

To help us develop classrooms that are balanced with student numbers, academic abilities, educational support needs, and other demographics we have a "sending list" process that involves our teachers, support staff, parents, and administrators. We use student information and data to assist in classroom assignments.

Madison Elementary continues to help educate our stakeholders, including parents and students, on the importance of attendance through our district, school and classroom newsletters, through parent letters, phone calls and meetings. Attendance has become a component of all student study team meetings. Additionally, Madison Elementary
School involves community agencies, including the truancy office, regarding poor school attendance.

Madison School District provides opportunities for these students to ride the bus to/from school from the bus stop that is most convenient to the family. Additionally, we provide a before and after-school Latchkey service at minimal cost to our families.

Our behavior interventionist supports students with behavior problems. Individual student plans are developed together with the teacher, parents, student, behavior interventionist and progress is monitored regularly. Additional support is offered by our school counselor. Twice a year we offer Love & Logic classes without cost to Madison Elementary guardians and parents. Additionally, the behavior interventionist and counselor offered a "Survivor Boot Camp" for parents. Whenever parenting classes are offered, childcare is provided.

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?

Early Elementary Principal- 38 years of teaching experience; 6 years of administrative experience
Upper Elementary Principal- 6 years of teaching experience; 5 years of administrative experience
Literacy Coach - 10.5 years of teaching experience; 7 years of coaching experience
Behavior Interventionist- 9 years of teaching experience; 5 years of behavior interventionist experience

As with all positions, more experience and professional development enables the school leaders to have a richer base of knowledge to support the students, teachers and families to support student achievement. Madison Elementary principals have had in-depth training and coaching experience through Michigan Elementary and Middle School Principal Association (MEMSPA) including Leadership Matters, individualized coaching, and Leverage Leadership.

Also of importance is the time that the school leaders have worked together as a team. The school leader team consistently collaborates on a regular basis to support student achievement.

Teacher/School Leader(s) Demographic Data

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

0 Years 1
1 Years 2
2 Years 3
3 Years 3
4 Years 4
5 Years 3
6 - 10 Years 9
11 - 15 Years 16
16 - 20 Years 5
21 - 25 Years 0
26 - 30 Years 1
31 - 35 Years 0
36 - 40 Years 0
 40 Years 1

Madison Elementary School has representation of teachers at all levels of longevity. More than two decades of research findings, and local observations are clear that there is a connection between teacher quality and student learning. Teacher quality is not always represented by longevity. What teachers know and can do is the most important influence on what students learn. We support new teachers in gaining foundational skills, knowledge and on-going development. We do this through our new teacher mentoring program, individual development plans, county new teacher professional development, and on-going embedded professional development.

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?

School Leader Professional Development 8 days
School Leader Illness 1 day

The number of school leader absences are generally minimum, and this past year was no exception. When professional development is highly aligned with the school improvement plan and the goals that are set in the building, it supports student growth. Additionally, school leaders participate in professional development outside the school day to minimize the effects of their absence in the building.

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?

Teacher Professional Development 45 days
Teacher Illness 138 days

When a classroom teacher is missing from school, student learning is impacted. Additionally, all schools in our county experienced a challenge with being able to provide substitutes during the 2014-15 school year. Taking days away from instruction for professional development is minimum for the whole elementary faculty. We strive to minimize this effect by providing professional development for teachers during the summer months, after school, during grade level team meetings, and on early release school days. Additionally, professional development is ongoing and embedded throughout the school year to continuously support the learning for the Madison Elementary School faculty.

Teacher/School Leader(s) Demographic Data

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

We support new teachers in gaining foundational skills, knowledge and on-going development. We do this through our new teacher mentoring program, individual development plans, county new teacher professional development, and on-going embedded professional development.

We strive to minimize this effect by providing professional development for teachers during the summer months, after school, during grade level team meetings, and on early release school days. Additionally, professional development is ongoing and embedded throughout the school year to continuously support the learning for the Madison Elementary School faculty.

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?

Strengths include:

- The governing body establishes policies and supports practices that ensure effective administration of the school.
- The governing body operates responsibly and functions effectively.
- The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- Leadership and staff foster a culture consistent with the school's purpose and directions.
- Teachers participate in collaborative learning communities to improve instruction and student learning.
- The school provides and coordinates learning support services to meet the unique learning needs of students.
- Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
- Students and school personnel use a range of media and information resources to support the school's educational programs.
- The technology infrastructure supports the school's teaching, learning, and operational needs.
- Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

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

- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

12. How might these challenges impact student achievement?

Having a formal structure whereby each student is well known by at least one adult advocate might be of great assistance to students in need. Currently, every child has a classroom teacher who is their advocate who will put initial additional supports in place, if needed, for the child. The teacher leads the student study process for struggling students and advocates for their needs. We have started a process of identifying at-risk students and matching them with an adult mentor. In general, the mentors are either the current classroom teacher, previous classroom teacher, administrator, counselor, or behavior interventionist.

Report cards in the early elementary (kindergarten - 3rd) are based on grade level competency skills. The level of competency has been defined by the grade level teams. Report cards in grades 4 - 5 are based on completion of academic work. We are currently working on

developing electronic report cards and will be aligning our grades with grade level common assessments so that the information shared with families is based on clearly defined criteria and has consistency at and across grade levels.

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.

Data meetings will focus MTSS supports for individual student academic, behavioral, social needs. New electronic report cards will be a reflection of competencies met in the classrooms by individual students.

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?

We use a multi-tiered system of support based on academic performance data. Entrance and exit criteria per grade level are in place and utilized to determine student academic support needs for all students.

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

The Culture of Achievement Program (homework assistance) is provided during student lunch for grades 3 - 5. Students are identified by the classroom teacher daily based on academic work completion. Reflex Math (math fact fluency program) is provided before school for students in grades 1 - 5. Students are identified by the classroom teacher based on local, state, and national assessments.

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

Parents are notified by instant alerts when their child participates in the Culture of Achievement Program. Information about the program is explained to the students at a beginning of the year assembly and is included in the student handbook and newsletters.
Parents of students who participate in Reflex Math are notified by the classroom teacher or during Student Study Team meetings.

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?

Evidence of content standard implementation is seen in lesson plans, Understanding by Design grade level units, frequent classroom visits followed by principal/teacher conferences. Additionally, grade level teams continue this work in meetings twice a month. We continue the school-wide professional development work based on common assessments, gradual release model, unit design, and depth of knowledge.

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.

N/A

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

As measured by AIMSweb and NWEA reading assessments, as well as by MEAP, all subgroups continue to improve in reading. All subgroups except Students with Disabilities met the state proficiency target on the MEAP reading assessments.

19b. Reading- Challenges

Students with Disabilities did not meet their state proficiency target on the MEAP.

19c. Reading- Trends

All subgroups continue to improve in the area of reading. In grades 3-4, there was a drop in scores from the winter benchmarking and spring benchmarking in 2014-15 school year on the AIMSweb reading assessments.

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.

Connecting the instruction and learning that occurs throughout the different tiers of instruction is one of our most difficult challenges. The challenges with connecting what is taught in the first tier to the other tiers of instruction is providing a prescriptive, differentiated learning experience for students, while remaining consistent with curriculum that is being taught in the first tier. The quality and levels of differentiation, integration, and fidelity that happen in the different classrooms, the whole group and small group instruction, the interventions, and the special education classrooms presents a problem with continuity. These challenges are all addressed in our School Improvement Plan. Our strategies for achieving our reading goal include the collaborative development and implementation of Understanding by Design (UbD) units of study, teaching using the Gradual Release of Responsibility (GRR) model of instruction, Evidence Based Literacy Instruction (EBLI), increased focus on using higher depth of knowledge tasks and questions in our everyday instruction, and an increased focus on Responding to Text. Webb's Depth of Knowledge professional development will assist faculty I developing a rich and meaningful curriculum for our students. Additionally, data meetings will focus MTSS supports for individual student. academic, social and behavioral needs.

These UbD units of study are being developed collaboratively by every grade level. They integrate the various curricula to include content area and math and literacy. While developing and planning these units, there is a focus on differentiation, interventions, and assessment. For the assessment component, there will be an increased focus on the development of a system for collaborative grading using common rubrics. This will improve the fidelity and continuity of instruction and learning. In addition to this, our teachers will participate in learning walks in their colleagues' classrooms and our principals will conduct frequent walk-throughs. Both will be opportunities for improvement through collaboration.

Through our collaborative efforts, our delivery will become more systemic. As that happens, continuity and fidelity will improve. As a result, Students with disabilities will improve at a more efficient pace.

20a. Writing- Strengths

As measured by local assessments, as well as by MEAP, all subgroups continue to improve in writing. All subgroups except The Bottom 30% met the state proficiency target on the MEAP writing assessments.

20b. Writing- Challenges

The Bottom 30%, as a subgroup, did not meet their state proficiency target on the MEAP.

20c. Writing- Trends

All subgroups continue to improve in the area of writing.

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.

Connecting the instruction and learning that occurs throughout the different tiers of instruction is one of our most difficult challenges. The challenges with connecting what is taught in the first tier to the other tiers of instruction is providing a prescriptive, differentiated learning experience for students, while remaining consistent with curriculum that is being taught in the first tier. The quality and levels of differentiation, integration, and fidelity that happen in the different classrooms, the whole group and small group instruction, the interventions, and the special education classrooms presents a problem with continuity. These challenges are all addressed in our School Improvement Plan. Our strategies for achieving our writing goal include the collaborative development and implementation of Understanding by Design (UbD) units of study, teaching using the Gradual Release of Responsibility (GRR) model of instruction, Evidence Based Literacy Instruction (EBLI), increased focus on using higher depth of knowledge tasks and questions in our everyday instruction, and an increased focus on Responding to Text in all subject areas.

These UbD units of study are being developed collaboratively by every grade level. They integrate the various curricula to include content area and math and literacy. While developing and planning these units, there is a focus on differentiation, interventions, and assessment. For the assessment component, there will be an increased focus on the development of a system for collaborative grading using common rubrics. This will improve the fidelity and continuity of instruction and learning. In addition to this, our teachers will participate in learning walks in their colleagues' classrooms and our principals will conduct frequent walk-throughs. Both will be opportunities for improvement through collaboration.

Through our collaborative efforts, our delivery will become more systemic. As that happens, continuity and fidelity will improve. As a result, the Bottom 30% will improve at a more efficient pace.

21a. Math- Strengths

As measured by AIMSweb and NWEA mathematics assessments, as well as by MEAP, all subgroups continue to improve in the area of mathematics. All subgroups except the Bottom 30% met the state proficiency target on the MEAP mathematics assessments

21b. Math- Challenges

The Bottom 30%, as a subgroup, did not meet their state proficiency target on the MEAP.

21c. Math- Trends

All subgroups continue to improve in the area of mathematics.

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.

Connecting the instruction and learning that occurs throughout the different tiers of instruction is one of our most difficult challenges. The challenges with connecting what is taught in the first tier to the other tiers of instruction is providing a prescriptive, differentiated learning experience for students, while remaining consistent with curriculum that is being taught in the first tier. The quality and levels of differentiation, integration, and fidelity that happen in the different classrooms, the whole group and small group instruction, the interventions, and the special education classrooms presents a problem with continuity. These challenges are all addressed in our School Improvement Plan. Our strategies for achieving math proficiency include the collaborative development and implementation of number sense, fact fluency and automaticity, and fractional strategies.

In addition to this, our teachers will participate in learning walks in their colleagues' classrooms and our principals will conduct frequent walk-throughs. Both will be opportunities for improvement through collaboration.

Through our collaborative efforts, our delivery will become more systemic. As that happens, continuity and fidelity will improve. As a result, the Bottom 30% will improve at a more efficient pace.

22a. Science- Strengths

As measured by local assessments, NWEA science assessments, as well as by MEAP, all subgroups continue to improve in the area of science. All subgroups except the Bottom 30% met the state proficiency target on the MEAP science assessments

22b. Science- Challenges

The Bottom 30%, as a subgroup, did not meet their state proficiency target on the MEAP.

22c. Science- Trends

All subgroups continue to improve in the area of science.

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.

Connecting the instruction and learning that occurs throughout the different tiers of instruction is one of our most difficult challenges. The challenges with connecting what is taught in the first tier to the other tiers of instruction is providing a prescriptive, differentiated learning experience for students, while remaining consistent with curriculum that is being taught in the first tier. The quality and levels of differentiation, integration, and fidelity that happen in the different classrooms, the whole group and small group instruction, the interventions, and the special education classrooms presents a problem with continuity. These challenges are all addressed in our School Improvement Plan. Our strategies for achieving our science goal include the collaborative development and implementation of Understanding by Design (UbD) units of study, teaching using the Gradual Release of Responsibility (GRR) model of instruction, Evidence Based Literacy Instruction (EBLI), increased focus on using higher depth of knowledge tasks and questions in our everyday instruction, and an increased focus on Responding to Text in all subject areas.

These UbD units of study are being developed collaboratively by every grade level. They integrate the various curricula to include content area and math and literacy. While developing and planning these units, there is a focus on differentiation, interventions, and assessment. For the assessment component, there will be an increased focus on the development of a system for collaborative grading using common rubrics. This will improve the fidelity and continuity of instruction and learning. In addition to this, our teachers will participate in learning walks in their colleagues' classrooms and our principals will conduct frequent walk-throughs. Both will be opportunities for improvement through collaboration.

Through our collaborative efforts, our delivery will become more systemic. As that happens, continuity and fidelity will improve. As a result, the Bottom 30% will improve at a more efficient pace.

23a. Social Studies- Strengths

As determined by local assessments and MEAP, all subgroups continue to improve in the area of social studies.

23b. Social Studies- Challenges

Although improved, the Bottom 30%, as a subgroup, did not meet their state proficiency target on the MEAP.

23c. Social Studies- Trends

All subgroups continue to improve in the area of social studies.

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.

Connecting the instruction and learning that occurs throughout the different tiers of instruction is one of our most difficult challenges. The challenges with connecting what is taught in the first tier to the other tiers of instruction is providing a prescriptive, differentiated learning experience for students, while remaining consistent with curriculum that is being taught in the first tier. The quality and levels of differentiation, integration, and fidelity that happen in the different classrooms, the whole group and small group instruction, the interventions, and the special education classrooms presents a problem with continuity. These challenges are all addressed in our School Improvement Plan. Our strategies for achieving our social studies goal include the collaborative development and implementation of Understanding by Design (UbD) units of study, teaching using the Gradual Release of Responsibility (GRR) model of instruction, Evidence Based Literacy Instruction (EBLI), increased focus on using higher depth of knowledge tasks and questions in our everyday instruction, and an increased focus on Responding to Text in all subject areas.

These UbD units of study are being developed collaboratively by every grade level. They integrate the various curricula to include content area and math and literacy. While developing and planning these units, there is a focus on differentiation, interventions, and assessment. For the assessment component, there will be an increased focus on the development of a system for collaborative grading using common rubrics. This will improve the fidelity and continuity of instruction and learning. In addition to this, our teachers will participate in learning walks in their colleagues' classrooms and our principals will conduct frequent walk-throughs. Both will be opportunities for improvement through collaboration.

Through our collaborative efforts, our delivery will become more systemic. As that happens, continuity and fidelity will improve. As a result, the Bottom 30% will improve at a more efficient pace.

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?

Standard 1 - Purpose and Direction

24b. Student Perception Data

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

Standard 4 - Resources and Support
Students believe there is room to improve, adopt, and create clear expectations for maintaining safety, cleanliness, and a healthy environment throughout the school setting. Students also indicate that it is in the school's best interest to expand the system technology infrastructure and equipment to support the teaching, learning, and operational needs.

24c. Student Perception Data

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

We have updated the infrastructure to support wireless devices and have purchased a portable lab (Kdg. - 1st - ipads; 2nd - 5th - laptops) for each grade level. We continue to update and improve the environment and resources throughout the school district. School faculty provide environments that promote learning for all and implement anti-bullying and social skill development as a part of the curriculum and provide an environment that is safe from physical and psychological harm.

25a. Parent/Guardian Perception Data

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

Standard 1: Purpose and Direction

25b. Parent/Guardian Perception Data

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

Standard 2: Governance and Leadership

A lack of stakeholder involvement in leadership discussions could cause dissatisfaction in leadership.

25c. Parent/Guardian Perception Data

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

During the 2013 -14 and 2014-15 school years parents worked together with teachers from the Madison Elementary School Improvement Team to examine and fine-tune the parent involvement plan. Those meetings provided great discussions and collaboration on the important work that is happening at the school. The input from those meetings helped in planning the school year ahead. We will continue to hold this event annually to gain parent insight.

The Madison Elementary School Improvement Team has a parent member who attends and participates regularly. During monthly Parents and Teachers Together (P.A.T.T.) meetings, updates and opportunities for parent input are provided.

Parents, students and stakeholders are also included in the annual Fall Madison School District board retreat. This retreat is a time to examine our progress and processes as well as strategically plan for the future.

Parent volunteers are invited and welcomed to the Madison Multi-Tiered Systems of Support committee meetings. A list of volunteers was gathered at the beginning of the school year meeting and is utilized for the invitation process.

Additionally, we welcome frequent parent contacts and conversations. Often we have parents call us, stop us in the parking lot or morning hallways to share their ideas and suggestions. We strive to provide students with a strong working partnership between home and school and welcome all opportunities.

26a. Teacher/Staff Perception Data

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

Standard 1: Purpose and Direction

26b. Teacher/Staff Perception Data

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

Standard 3 - Teaching and Assessing Learning

26c. Teacher/Staff Perception Data

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

We are currently working for a seamless transition from grade level to grade level. Specific areas of focus are still developing for full integration of curriculum K - 12. Teachers also comment on the fact that they are unsure of what their colleagues are doing in their classrooms and had some difficulty answering some of the questions on the staff survey.

As part of our improvement plan, we will continue with the collaborative development of Understanding by Design (UbD) units. In addition to the UbD work we do together, we are also designing assessments together as part of the Gradual Release of Responsibility (GRR) model. Teachers will work together to collectively grade the assessments with common rubrics. We have also planned for learning walks, where our teachers can spend time in each others' classrooms and give each other feedback, ask questions, learn, etc.

27a. Stakeholder/Community Perception Data

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

Standard 1 - Purpose and Direction

27b. Stakeholder/Community Perception Data

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

Standard 2 - Governance and Leadership and Standard 3 - Teaching and Assessing for Learning.
It is communicated that new legislation and law related to working within the field of education has created a significant feeling of uncertainty. Topics include the Teacher Evaluation, the Common Core, M-STEP, "Cradle to Career", 3rd grade reading proficiency, and school funding. Stakeholders question our practices and voice their concern about being effectively engaged in the decision making process.

27c. Stakeholder/Community Perception Data

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

There are positive and challenging steps that will be taken to improve the level of stakeholder/community satisfaction. The most important step is creating a two-way communication between our school and the community. First, we need to present a clear and easy to understand summary of how our students are performing at each level. Transparency in performance reporting will tell our stakeholders where our students are. We then need to communicate where they truly need to be at each level in order to be on pace for college or career readiness. Once we have done that, we will engage in discussion as to how to get them there.

Summary

28a. Summary

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

Madison faculty and administration are becoming more effective due to improved attendance, years of experience together, stronger collaboration, and a district-wide plan for improvement, which has given us a tremendous focus on instruction and learning. We have had a responsible approach to budgeting. We have low administrative costs and continue to look to outside sources for funding.

Systems and processes for addressing attendance, struggling learners, differentiation, parent and stakeholder involvement, behavior, professional development and collaboration have been created and are beginning to move beyond the early stages of implementation.

Our students continue to meet their state proficiency targets, and have shown annual improvement in all subject areas.

Enrolment Decline: Challenges that we still face are largely driven by challenging economic times. Our enrollment has declined. Our student population has become quite transient. Because of schools of choice, families would at one time be transient between the various schools in the county. They are now leaving the county and state on a regular basis. Our district is the most impoverished district in the county. In addition to this, kindergarten eligibility has rolled back another month. This has had a negative impact on kindergarten enrollment.

Parent Apathy: Apathy leads to poor attendance, behavior and work completion. Often, students in these families demand the most attention from all of our resources. Often these are our most disruptive students. Often, these students do not respond to our interventions. Creating positive productive partnerships with apathetic families remains a challenge.

28b. Summary

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

Enrollment decline leads to less funding. Costs to operate schools are increasing. Student and family apathy impedes progress and requires us to use more resources. Continuing programming to increase student achievement is becoming more difficult. All these challenges can have a negative impact on student achievement if we aren't working carefully, collaboratively, and creatively to continue to address them.

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?

Our School Improvement Plan's goals will continue to be academic in nature. Our measurable objectives will keep the pace with our state proficiency targets. In order to reach our measurable objectives in spite of our challenges, we will continue the work we started at the end of the 2013-14 school year. Our strategies will be anchored by the collaborative planning and curricular development of Understanding by Design (UbD) units. While planning and developing these units, the instructional model that we will be following is the Gradual Release of Responsibility (GRR) model. In doing so, we will have an increased focus on differentiation and rigor. In addition, our multi-tiered support system will be better connected to the core curriculum. Our collaboratively developed integrated UbD units will be taught in every classroom. Students needing extra support will receive interventions aligned with our UbD units. We will receive professional development to improve our multi-tiered support system.Our administration and faculty will participate in professional development to grow our capacity for implementing these systemic changes through a collaborative approach in the face of our challenges. Administrators, teachers, and outside consultants will be participate in embedded professional development. We will all share the opportunity to spend time in one another's classrooms. Through our plan, we will shift from a number of isolated learning environments evaluated by a principal to a collaborative professional learning community focused on collective improvement. We are consolidating our thinking and our efforts to provide the best educational experience for our students.

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	NWEA Literacy and Math (K-5), AIMSWeb Literacy and Math (K-5), M-Step Math and English Language Arts (3-5).	

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.madisonk12.us/state-and-federal-compliancy/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Madison Elementary School is a K-5 school, therefore 8th grade parent approved EDPs are not kept on file in this building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	EDPs begin at the 7th grade, therefore, Madison Elementary School does not review or annually update the EDPs to ensure academic course work alignment.	

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	Superintendent - Madison School District, 3498 Treat Highway, Adrian, MI. 49221. (517) 263-0741.	

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		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		Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Madison Elementary School has a School Improvement Plan which aligns with AdvancED External Review recommendations as well as the Madison School District Strategic 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 was developed through collaboration with stakeholders to review school demographic, student achievement, and perception data. System processes, protocols of practices, instructional programs, and student achievement data were reviewed and assessed. The Madison Elementary School Improvement Team and District Improvement Team (including parents and other stakeholders) held meetings to review and identify strengths and weaknesses. School Improvement Team meetings occur monthly, with monitoring of our Title I programs an ongoing agenda topic for discussion.   The other meetings occurred in October 2014, May 2015, and June 2015. Due to the change in the state assessment this year, last year's state student achievement data was disaggregated by subgroup including gender, students with disabilities, race/ethnicity, those identified as bottom 30%, and economically disadvantaged. A gap analysis was used to identify areas of priority based on success or deficiency for each area. This year's local benchmark data was also used in this process. In addition, parent, student, and staff surveys were conducted to gather perceptual data.

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?

Stakeholders at every level throughout the system display a shared, caring sense of community demonstrating their unified desire to meet the needs of all students. Teachers, administrators, support staff, classified staff, parents, Board Members, and students are all united in their steadfast belief that they will take care of each other and support each other in all endeavors. There is little separation between school and stakeholder groups designating that one area or group of students is more important than any other. Rather, there is an overpowering belief that the school district's purpose is to support each student under their purview.

With this in mind, multiple tiers of interventions are in place in Madison Elementary School to support students who are experiencing difficulty. These include classroom interventions, Title I academic supports (Striving to Achieve Reading Success Program/S.T.A.R.S., Team Time), At-Risk supports (School Counselor, Behavior Interventionist, Literacy Coach, Culture Achievement Program/C.A.P.), and bilingual support.   Since the 2013-14 school year, academic interventions have been expanded to include targeted intervention in content areas including science, reading/language arts, social studies, and mathematics in grades K-12. Goals and strategies are based on detailed analysis of various assessments including NWEA, AIMSweb, and State Mandated Assessments.

Reading is the academic area that shows the highest % proficient on the state mandated assessment. AIMSweb and NWEA reading assessments also show that subgroups continue to improve in reading. All subgroups except Students with Disabilities met the state proficiency target on the MEAP reading assessments. All elementary grade levels exceeded the state average proficiency level. When looking at MEAP trend data, Reading and Math show a positive trend the past three years. In reading, all grade level MEAP scores are above the state target. Our students score very near our proficiency target in mathematics. The content area of Social Studies continues to be an area with which our students struggle. It shows the lowest % proficient on the MEAP data.   We also did not meet our proficiency target for Science, but noted minimal improvement.

The students in the top 30% were strong in the areas of attendance, homework completion, and active engagement in the classroom.

Last year the bottom 30% did not meet the state target of performance for Mathematics, Writing, Social Studies and Science. Our bottom 30% is improving with Reading and these students are meeting the state performance target. Our bottom 30% is showing a slight positive trend in Mathematics.

Based on AIMSweb and NWEA most students met or exceeded their target growth rate.

State's Top to Bottom list for fall 2014 for the school: 72% Reward School

Madison School District maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Based on the assessment of student, staff, and parent perception data there is not an overwhelming overall lowest level of satisfaction or approval. Elementary and Middle School parents indicate their lowest score at Governance and Leadership. Elementary and middle school staff indicate their lowest level at Teaching and Assessing for Learning. Governance and Leadership and Teaching and Assessing for Learning are areas of decreasing stakeholder satisfaction or approval. It is communicated that new legislation and law related to working within the field of education has created a significant feeling of uncertainty. The Teacher Evaluation process is one aspect of this feeling and impacts this assessment standard. New legislation associated with teacher evaluation has affected the level of autonomy school personnel believe they have in measuring achievement and managing the day-to-day operations of the school. In addition, survey feedback also indicates a lower level of approval when it comes to leadership effectively engaging stakeholders in the decision making process. It is communicated that survey questions with language such as "All staff…" affected assessment choice. This includes numerous staff selecting "Strongly Disagree" even if a majority of staff are consistent and deliberate with the delivery of the school's curriculum, instructional design, and assessment practices.

There are positive and challenging implications for these stakeholders. There is a continued feeling of uncertainty. At the same time best practices stem from conversations related to this data. For instance, teachers have asked for time to observe colleagues. This will provide an opportunity to observe various aspects of instruction occurring within grade levels or content areas. Stakeholder perception(s) reaffirms our need to effectively engage stakeholders in the decision-making process. In addition, survey feedback also implies and supports a need to explore standards-based assessments to more effectively measure student achievement.

Reported findings are consistent with perceptual data communicated by various stakeholders.

Overall highest level of satisfaction or approval is Purpose and Direction. Various stakeholder groups across the three building levels indicated that Purpose and Direction is their highest level of satisfaction. 7 of the 9 components across the three buildings and the three stakeholder groups agree Purpose and Direction is the highest level of approval. This is in part based on continuous improvement efforts with clear purpose and direction. Strategic planning and school improvement efforts play a role in this positive trend. Stakeholders affirm this trend. They do so most often through verbal communication to Madison School District staff and as evidenced by positive voter support in most recent millage and bond proposal(s).

Demographic data illustrates that Madison School District serves a Pre K-12 population of approximately 1600 students. The population's youngest students, four-year olds, are served by Great Start housed within Madison Elementary School. Madison is a unique school district for several reasons. One reason is that approximately 48% of the students enrolled at Madison School District are School of Choice students. Madison serves resident students from the City of Adrian as well as Adrian, Madison, and Palmyra townships. Students enrolled through School of Choice are primarily residents of the Adrian School District. Additionally, Madison's student enrollment has grown considerably, mostly due to School of Choice, while enrollment throughout Lenawee County has significantly decreased over the past ten years. Madison School District is comprised of an elementary school, a middle school, and a high school. All three schools are located on one campus and under one roof.

During the 2014-15 school year, Madison Elementary began to offer the choice for families, faculty and staff to participate in a balanced school year (BSY) calendar. With input from stakeholders, parents, teachers, administrators and support staff, the structure of this schedule was planned, implemented and monitored. During the school year, parents and staff were surveyed. Their feedback told us that the more frequent, shorter breaks were beneficial for students and helped with loss of learning over a long summer break.

Madison School District employs near 100 certified, highly qualified teachers. In addition, support staff in areas of instruction, transportation, technology, custodial/maintenance, and food service work to support student growth. Madison, due to enrollment growth has more than doubled its Pre K-12 student population since 1994. This year two teachers were hired; one to fill a vacant position and the other to provide additional sections at specific grade levels. The District continues to strategically enhance nationally recognized programs such as Project Lead the Way and, at the same time, initiate new programs to enhance educational opportunities. Today Madison School District taxpayers continue a proud tradition of supporting funds for additional facilities to support educational programs. During the 2013-14 school year, a new

5.2 million dollar Performing Arts Center was built to provide a state-of-the-art venue for strings, band, choir, performing and fine arts.

Madison School District is comprised of a diverse student population. Families who choose to send their child(ren) to Madison are of varying religion, race, and socio-economic status. It is a point of pride that each and every student at Madison, regardless of background, receives a quality, well-rounded education. Madison has earned a positive reputation for delivering quality education and, at the same time, providing each student individualized attention. Each year staff and students join the Madison family to teach and learn. Madison School District is their school of choice.

Madison School District has a relatively diverse PreK-12 student population compared with the resident population of Lenawee County. Although some students may reside in Madison Charter Township where the campus is physically located, students may also reside within the District if they own or rent a home in the City of Adrian or Adrian, Madison, or Palmyra townships. Furthermore, additional School of Choice students live throughout, and at times beyond, Lenawee County. Madison Charter Township is therefore a small portion of area which constitutes the student population enrolled at Madison. Of the approximately 780 students enrolled at Madison Elementary 6% receive special education services. Approximately 96.2% of Madison students are eligible for free and reduced lunch. However, all Madison School District students at the elementary receive and breakfast lunch at no cost to their family through a federal grant. This is based on the high free and reduced lunch percentage among Madison School District's student population.

Madison Charter Township is located within the Metropolitan Statistical Area of Adrian, Michigan, 49221. 2,365 households with 1,751 families reside within the Township. The population density is 283.7 per square mile. Madison Charter Township is located in Lenawee County. The county consists of 749.56 square miles, 30.9 square miles of which is Madison Charter Township.

Students enrolled at Madison consist of the following ethnicity/race. Included in parenthesis are Lenawee County percentages as defined by the U.S. Census Bureau, for comparison. Madison School District's student population is relatively diverse compared to the overall percentages located within Lenawee County. Madison School District consists of 63% (87.5%) White persons not Hispanic; 7% (2.8%) Black persons; 2% (1.8%) Persons reporting two or more races; 31% (7.6%) Persons of Hispanic or Latino origin. 10% of families located in Adrian speak a language other than English in their home.

We have been focusing on the reading achievement as a priority over other content areas. While it is important to keep reading as a priority need, we recognize that we must also focus on the other core academic areas. We recognize that there is a need for vertical and horizontal alignment with the new curriculum standards. Evidence has indicated a weakness in transition from course to course, grade level to grade level. School improvement goals focus on curriculum alignment and involve ongoing professional development that will focus on Literacy, Mathematics, Science and Social Studies goals with a district focus on Understanding by Design, Gradual Release Model, Depth of Knowledge, Response to Text, and Purposeful Assessments (on-the-spot, formative, and summative) are still developing for full integration K-12.

At Madison Elementary School we see evidence of improved student achievement from the reading support of STARS and Team Time. Through the evaluation of each of the programs, including student data examination, a positive report of success in achievement was given. In addition, changes to our multi-tiered support system have included focused interventions with mathematics, writing, science and social studies. Program evaluation of the data showed greater student success with these additional supports where teachers relentlessly aligned and provided their support materials with the current academic work from classrooms.

Having a formal structure whereby each student is well known by at least one adult advocate might be of great assistance to students in need. Currently, every child has a classroom teacher who is their advocate who will put initial supports in place, if needed, for the child. The teacher leads the student study process for struggling students and advocates for their needs. We have started a process of identifying at-risk students and matching them with an adult mentor. In general, the mentors are either the current classroom teacher, previous classroom teacher, administrator, counselor, or behavior interventionist.   We will systemically include this process in data meetings.

Report cards in the early elementary (kindergarten - 3rd) are based on grade level competency skills. The level of competency has been defined by the grade level teams. Report cards in grades 4 - 5 include traditional letter grades and also communicate behavior and attendance information. We are currently working on developing electronic report cards and will be aligning our grades with grade level common assessments so that the information shared with families is based on clearly defined criteria and has consistency at and across grade levels.

Madison School District administration and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Staff continues to improve processes which increase school and parent communication. Plans to effectively increase two-way communication to staff and stakeholders about educational programs and equitable learning experiences based on the comprehensive needs assessment are being implemented. Leadership at all levels of the system believe in a continuous improvement process that provides clear direction for improving conditions that support student learning, addressing priority needs throughout the organization.

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.

We have exceeded our reading goal for children above the 30%ile and recognize deficiencies in other content areas. Therefore, this is a priority need for this school year and we have connected school improvement goals that will be embedded with reading and writing strategies to improve other core content areas.

The following student achievement, demographic, and student, staff and parent perceptual data was utilized to produce school improvement goals for the 2014-15 school year:

Overall grade level achievement for NWEA and AIMSweb:

Kindergarten students: 88% were above the 30%ile in NWEA reading, 71% were above the 30%ile in AIMSweb PSF and NWF reading readiness skills for spring 2015.

Kindergarten (students in program): 76% were above the 30%ile in NWEA reading, 64% were above the 30%ile in AIMSweb PSF and 60% were above the 30%ile in AIMSweb NWF reading readiness skills for spring 2015.

1st Grade students: 81% were above the 30%ile in NWEA reading, 70% were above the 30%ile in AIMSweb reading fluency for spring 2015.

1st grade (students in program): 57% were above the 30%ile in NWEA reading, 24% were above the 30%ile in AIMSweb reading fluency for spring 2015

2nd Grade students: 88% were above the 30%ile in NWEA math, 77% were above the 30% in AIMSweb computation, 87% were above the 30%ile in NWEA reading, 80% were above the 30%ile in NWEA language, 71% were above the 30%ile in AIMSweb reading fluency, 73% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

2nd grade (students in program): 72% were above the 30%ile in NWEA math, 62% were above the 30% in AIMSweb computation, 64% were above the 30%ile in NWEA reading, 49% were above the 30%ile in NWEA language, 32% were above the 30%ile in AIMSweb reading fluency, 40% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

3rd Grade students: 82% were above the 30%ile in NWEA math, 76% were above the 30% in AIMSweb computation, 87% were above the 30%ile in NWEA reading, 91% were above the 30%ile in NWEA language, 74% were above the 30%ile in AIMSweb reading fluency, 76% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

3rd grade (students in program): 55% were above the 30%ile in NWEA math, 38% were above the 30% in AIMSweb computation, 62% were above the 30%ile in NWEA reading, 72% were above the 30%ile in NWEA language, 24% were above the 30%ile in AIMSweb reading fluency, 40% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

4th Grade students: 87% were above the 30%ile in NWEA math, 72% were above the 30% in AIMSweb computation, 79% were above the 30%ile in NWEA reading, 87% were above the 30%ile in NWEA language, 71% were above the 30%ile in AIMSweb reading fluency, 71% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

4th grade (students in program): 74% were above the 30%ile in NWEA math, 61% were above the 30% in AIMSweb computation, 35% were above the 30%ile in NWEA reading, 45% were above the 30%ile in NWEA language, 22% were above the 30%ile in AIMSweb reading

fluency, 26% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

5th Grade students: 74% were above the 30%ile in NWEA math, 71% were above the 30% in AIMSweb computation, 72% were above the 30%ile in NWEA reading, 79% were above the 30%ile in NWEA language, 71% were above the 30%ile in AIMSweb reading fluency, 72% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

5th grade (students in program): 35% were above the 30%ile in NWEA math, 52% were above the 30% in AIMSweb computation, 17% were above the 30%ile in NWEA reading, 32% were above the 30%ile in NWEA language, 30% were above the 30%ile in AIMSweb reading fluency, 27% were above the 30% for AIMSweb MAZE comprehension for spring 2015.

Subgroup Data:

Students in Program: 61% were above the 30%ile in NWEA math, 54% were above the 30% in AIMSweb computation, 68% were above the 30%ile in NWEA reading, 51% were above the 30%ile in NWEA language, 27% were above the 30%ile in AIMSweb reading fluency, 36% were above the 30% for AIMSweb MAZE comprehension, 64% were above the 30%ile for AIMSweb PSF, 60% were above the 30%ile for AIMSweb NWF for spring 2015.

Hispanic: 91% were above the 30%ile in NWEA math, 90% were above the 30% in AIMSweb computation, 93% were above the 30%ile in NWEA reading, 80% were above the 30%ile in NWEA language, 69% were above the 30%ile in AIMSweb reading fluency, 93% were above the 30% for AIMSweb MAZE comprehension, 63% were above the 30%ile for AIMSweb PSF, 67% were above the 30%ile for AIMSweb NWF for spring 2015.

Caucasian: 88% were above the 30%ile in NWEA math, 67% were above the 30% in AIMSweb computation, 86% were above the 30%ile in NWEA reading, 87% were above the 30%ile in NWEA language, 74% were above the 30%ile in AIMSweb reading fluency, 76% were above the 30% for AIMSweb MAZE comprehension, 71% were above the 30%ile for AIMSweb PSF, 71% were above the 30%ile for AIMSweb NWF for spring 2015.

SE: 52% were above the 30%ile in NWEA math, 46% were above the 30% in AIMSweb computation, 43% were above the 30%ile in NWEA reading, 40% were above the 30%ile in NWEA language, 26% were above the 30%ile in AIMSweb reading fluency, 24% were above the 30% for AIMSweb MAZE comprehension, 53% were above the 30%ile for AIMSweb PSF, 58% were above the 30%ile for AIMSweb NWF for spring 2015.

Females: 81% were above the 30%ile in NWEA math, 72% were above the 30% in AIMSweb computation, 83% were above the 30%ile in NWEA reading, 88% were above the 30%ile in NWEA language, 70% were above the 30%ile in AIMSweb reading fluency, 76% were above the 30% for AIMSweb MAZE comprehension, 73% were above the 30%ile for AIMSweb PSF, 78% were above the 30%ile for AIMSweb NWF for spring 2015.

Males: 84% were above the 30%ile in NWEA math, 71% were above the 30% in AIMSweb computation, 81% were above the 30%ile in NWEA reading, 80% were above the 30%ile in NWEA language, 71% were above the 30%ile in AIMSweb reading fluency, 70% were above the 30% for AIMSweb MAZE comprehension, 69% were above the 30%ile for AIMSweb PSF, 65% were above the 30%ile for AIMSweb NWF for spring 2015.

Low SES: 78% were above the 30%ile in NWEA math, 71% were above the 30% in AIMSweb computation, 77% were above the 30%ile in NWEA reading, 81% were above the 30%ile in NWEA language, 63% were above the 30%ile in AIMSweb reading fluency, 65% were above the 30% for AIMSweb MAZE comprehension, 68% were above the 30%ile for AIMSweb PSF, 65% were above the 30%ile for AIMSweb NWF for spring 2015

Non-low SES: 87% were above the 30%ile in NWEA math, 75% were above the 30% in AIMSweb computation, 88% were above the 30%ile in NWEA reading, 88% were above the 30%ile in NWEA language, 79% were above the 30%ile in AIMSweb reading fluency, 78% were above the 30% for AIMSweb MAZE comprehension, 75% were above the 30%ile for AIMSweb PSF, 80% were above the 30%ile for AIMSweb NWF for spring 2015

The 2014-15 School Improvement Plan includes goals in all academic areas - reading and writing, science, social students, and mathematics. Planning and Preparation strategies focus directly to the need to vertically and horizontally align the curriculum in all content areas. Instructional and learning strategies focus on the structured pedagogy that supports the shift of the learning process from the teacher to the independent learner using a gradual release of responsibility. Supporting the varying needs of all our students throughout the MTSS

process will be embedded in the professional development for faculty, grade level team meetings, data meetings and through the learning walk process. Literacy strategies will be developed in all content areas. Webb's Depth of Knowledge professional development will assist faculty in developing a rich and meaningful curriculum for our students.

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?

Goals related to the vertical and horizontal alignment of curriculum in all content areas, based on new standards, will help to address the needs of the whole school population. In order to move achievement for all, it is important for our work to be focused on effective instruction from class to class and year to year. The strategies and activities were developed to build a systemic support of students through all their academic years at Madison School District. In addition, Madison Elementary provides a multi-tiered student support system (MTSS) for children who are disadvantaged. Data analysis related to subgroups, including the bottom 30%, guides our MTSS. Student eligibility criteria has been established to focus student support for identified student need.

Component 2: Schoolwide Reform Strategies

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

The strategies in the Madison Elementary School improvement plan are shared with the different academic content areas of literacy (reading, writing), math, science and social studies. The strategies include:

- Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

- All content area staff will utilize the Gradual release of Responsibility model to ensure students learning.

- Staff will facilitate academic literacy strategies (response to text) in all content areas.

- Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Our comprehensive needs assessment has provided us with evidence that our curriculum, teaching practices, and expectations of rigor varies horizontally and vertically. In order to improve academic achievement for all students, there is a need to develop systemic learning supports throughout the entire educational experience from the 4 year old classroom through graduation. These strategies will help to provide a high level of consistency with curriculum, teaching practices and rigor for all students.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Our needs assessment indicates that we must close the gap between the Bottom 30% and all students in the areas of Mathematics, Content Writing, Science, and Social Studies. Research based reform strategies are included in our multi-tiered behavior and academic support system. Using the multi-tiered systems of support approach, we acknowledge that the first levels of supports are put into place in the classroom through differentiated instruction. Additional supports to increase the quality and quantity of instruction include; Phonics for Reading, EBLI, Do the Math, Rocket Math, Strategies that Work, Summarization in Any Subject, Check-In/Check-It, attendance meetings, individual academic and behavior plans, student study team meetings to align our schoolwide plan with our needs assessment.

The strategies and activities in our plan focus on ongoing embedded professional development that will improve instruction based on shared best practices that will begin in the early elementary classrooms and will continue throughout the district.

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

To support application of literacy skills in all reading, writing, mathematics, science, and social studies, staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

To support students of every ability level, especially the bottom 30%, all content area staff will utilize the Gradual release of Responsibility

model to ensure students learning.

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia. Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

To actively engage students, to assess their understanding, and to provide targeted instruction tailored to individual needs staff will facilitate academic literacy strategies (response to text) in all content areas.

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura;

Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

To provide rigor and high expectations of deep understanding, teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community. http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author. Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510-515. Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579-593. Vaughn, S. (2003, December). How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391-409. Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601-638. Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. Journal of Emotional and Behavioral Disorders, 4, 194-209. Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

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.

Kindergarten students, in need of academic support are provided interventions through the Striving To Achieve Reading Skills (S.T.A.R.S.) program. Students are provided with extra instruction in foundational literacy skills using Evidence Based Literacy Instruction (E.B.L.I.). Team Time Interventions for grades 1 - 5 meet 4 days per week for 40 minutes. All students attend Team Time, with Title I students working with highly focused intervention lessons aligned with classroom skills/curriculum.

Reading - small group reading instruction, Phonics for Reading, Rewards, Evidence Based Literacy Instruction, Leveled Literacy Interventions, Strategies that Work, Best Practice for Differentiating Instruction (Anita Archer), 8 Scientific Principles (NGSS - Science and

Engineering), Summarization in Any Subject (Rick Wormeli).

Mathematics- small group mathematics instruction, Rocket Math, Do the Math (Marilyn Burns), 8 Scientific Principles (NGSS - Science and Engineering)

Science - small group reading instruction, Phonics for Reading, Rewards, Evidence Based Literacy Instruction, Leveled Literacy Interventions, Strategies that Work, Best Practice for Differentiating Instruction (Anita Archer),8 Scientific Principles (NGSS - Science and Engineering), Summarization in Any Subject (Rick Wormeli).

Writing - small group reading instruction, Phonics for Reading, Rewards, Evidence Based Literacy Instruction, Leveled Literacy Interventions, Strategies that Work, Best Practice for Differentiating Instruction (Anita Archer),8 Scientific Principles (NGSS - Science and Engineering), Summarization in Any Subject (Rick Wormeli).

Social Studies - small group reading instruction, Phonics for Reading, Rewards, Evidence Based Literacy Instruction, Leveled Literacy Interventions, Strategies that Work, Best Practice for Differentiating Instruction (Anita Archer),8 Scientific Principles (NGSS - Science and Engineering), Summarization in Any Subject (Rick Wormeli).

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

Three times a year all student academic progress is measured through benchmark assessments. We use AIMSweb, NWEA, STAR, and local assessments. The data from these assessments are examined and used for making decisions about academic supports during grade level data meetings. All grade level teachers, literacy coach, principal, and Title I paraprofessional participate in the data meeting. Between the benchmark assessments, students who receive interventions are strategically (monthly) or progress monitored (weekly or bi-weekly) using AIMSweb and local assessments.   The frequency of the monitoring is determined by teachers during data meetings, depending on the student's achievement scores and the progress that they have made.

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	Paraprofessionals either meet the college course expectations or have completed Work Keys. All of our elementary, middle, and high school staff meet the highly qualified status required by NCLB.	

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 at Madison Elementary School meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher retired this year after a 45 year teaching career at Madison School District. A new teacher was hired due to the vacancy. We are committed to keep class sizes smaller as we provide academic and general support to students.

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

We have 48 classroom teachers at Madison Elementary School. 19% have been teaching 0 - 3 years, 33% have been teaching 4 - 8 years, 44% have been teaching 9-16 years, and 4% have been teaching over 15 years.

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

Madison Elementary ensures that adequate instructional materials and classroom facilities are available to teachers. Release time and funds are available so that teachers may participate in professional development activities to increase their skills and knowledge. Teachers are offered staff development opportunities throughout the summer and school year. Adequate and reliable technology is provided to assist teachers with instruction and record keeping. Teachers are offered opportunities to be involved in school and District decision making and planning. The school conducts special acts of teacher appreciation and recognition throughout the year. The District ensures that adequate instructional materials and classroom facilities are available to teachers.

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

Elementary Principals, Secondary Principals, Special Education Coordinator, Administrative Services Coordinator, and Superintendent will annually review/revise the District's teacher recruitment/retention plan and investigate ways to enhance the plan.
The District conducts recruitment activities such as posting vacancies in multiple sites as well as maintaining an active District webpage posting.
The District offers competitive salaries and benefits. Benefits include:
a. Group health insurance
b. Group life insurance
c. Paid leave
d. Cafeteria plan
e. Unemployment insurance
f. Worker's Compensation insurance
g. Jury duty without loss of pay or leave
h. Incentive pay for unused sick days
i. Paid holidays for paraprofessional and auxiliary employees

j. Paid vacation for 12 month auxiliary employees

k. Enrollment of children of non-resident employees living within the state

A teacher's base compensation shall be the sum of:

- The annualized teaching compensation of the teacher earned working full time during the previous school year (not including performance based compensation).

- The highest additional performance based compensation earned by the teacher in any of the three previous school years.

Teachers earning an educational achievement beyond the Bachelor's degree by the beginning of the applicable school year of:

a. 15 graduate hours

b. A Master's degree

c. 15 hours beyond the Master's degree or 30 hours beyond the Master's degree or and Educational Specialist degree shall earn an additional

$1,600 for each of these educational attainments beyond the annualized teaching compensation from the prior year.

- The District ensures that adequate instructional materials and classroom facilities are available to teachers.

- The District provides release time and funds so that teachers may participate in professional development activities to increase their skills and knowledge.

- The District offers staff development opportunities throughout the summer and school year.

- The District provides adequate and reliable technology to assist teachers with instruction and record keeping.

- Teachers who have not yet provided proof of proper certification to the District must enter into an agreement to complete and receive full certification by a specific date. Failure to meet the deadline will result in employment status change to long-term substitute, and the employees pay will be adjusted accordingly.

- The District offers opportunities for teachers to be involved in school and District decision making and planning.

- The District's policy regarding teacher evaluations links student performance to teacher evaluation.

- The District conducts special acts of teacher appreciation and recognition throughout the year.

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?

This is not applicable this year.

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.

Our professional learning is based on the needs that were identified in our comprehensive needs assessment. Most of these activities are systemic throughout the district in order to develop high instructional expectations and support throughout all the years of a child's education at Madison School District. Lenawee Intermediate School District is assisting us by providing leaders and coaches for our yearlong, ongoing work.

Activity (PD-D): Faculty will participate in professional development to introduce the UbD model.

Activity (PD-D): Lenawee Intermediate School District staff will conduct ongoing professional development embedded in the district to support the implementation and utilization of UbD model.

Activity (PD-D): All staff will participate in departmental and/or grade level meetings as part of a professional learning community.

Activity (PD-D): Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model, including planning documentation of student data and differentiation.

Activity (PD-D): All staff will participate in departmental and/or grade level meetings as part of a professional learning community.

Activity (PD-D): Serving All Learners with 21st Century Technology PD - Administrators and/or teachers will participate with research-based technology professional development to integrate into their core instruction in all core areas.

Activity (PD): Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program.

Activity (PD): Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.

Activity (PD): Teachers and administrators will participate with professional development related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.

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

The past two years we have provided Evidence Based Literacy Interventions training for our teachers. We continue to grow the number of faculty members that are now able to utilize the skills learned from the professional development. Additionally, coaching is embedded in this PD opportunity by the consultant for a year. After that time, our literacy coach provides further coaching opportunities.

Throughout the year our district professional development plan keeps the focus on 4 major themes: Understanding by Design, Gradual Release of Responsibility Model, Response to Text, and Depth of Knowledge. We will also support this learning through bi-weekly coaching and modeling by Lenawee Intermediate School District resources. Grade level teams will continue and focus the work when they meet in teams bi-weekly. We also will be gaining insights and learning from one another as we begin 'learning walks' to support our work.

Our professional development plan is a continuation of the work that was started last year. Next year's professional development plan will build upon this year's learning.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Attach PD plan below.	Professional Development Calendar

Component 6:   Strategies to Increase Parental Involvement

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

The school improvement plan was developed by reviewing, evaluating and planning based on the parent surveys administered throughout the school year. Data is based on demographics, system processes, protocols of practices, instruction program, and student achievement. October, May and August meetings included stakeholders, including the Madison Elementary School Improvement Team, District Improvement Team, and parents. Since August 2013 parents have worked with Madison faculty to review and update Madison Elementary Parent Involvement Plan and District Parent Involvement Policy 2112. The Parent Involvement Plan will be reviewed annually during a Fall Parent Involvement event. The Title I Parent Meeting and the Madison Board of Education and Stakeholder Strategic Planning Workshop will occurred within the first six-weeks of the 2014-15 school year.

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

The school improvement plan is reviewed during a fall district stakeholder meeting that includes various stakeholders, including parents. Parent surveys, school demographics, system processes, protocols of practices, instruction program, and student achievement data are all assessed for implementation. In addition, the Multi-Tiered Systems of Support Committee, including parents as stakeholders, meets to make recommendations to the school improvement team for implementation of the schoolwide plan.

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

The Multi-Tiered Systems of Support Committee, which includes various stakeholders including parents, are held to evaluate our school plan and programs each Spring using an evaluation tool provided by ASSIST.   At this time school demographics, system processes, protocols of practices, timely and additional assistance, assessment decisions, instructional program, and student achievement data are included in the evaluation.
In addition, we have a parent representative who is involved in our school improvement team. As a part of the team, she is involved in the comprehensive needs assessment, developing school-wide reform strategies, determining professional development needs and planning for parent involvement. The parent representative acts as a liaison with the parent/teacher organization, Parents and Teachers Together. (P.A.T.T.) At our monthly P.A.T.T. meetings, school improvement progress is discussed and parent input is encouraged. The school improvement team meetings are public meetings, open to all stakeholders.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

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

Madison Elementary School believes that the education of all students should be a partnership between the school and the parent community. Both the school and the parent community play an essential role in the success of all students.
Madison Elementary, in collaboration with parents, has developed a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district. This plan will be reviewed by the school at parents at an annual fall parent involvement event.

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

The quality and quantity of our parent involvement is evaluated annually through parent surveys, individual conversations, and stakeholder meetings which include parents.

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

We use information and data from parent surveys, demographic data, system processes/protocols, and practices, instructional program, and student achievement data as we develop our plan to improve student services and success.

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

The Madison Elementary School Parent Compact was initially developed in 2006 by the School Improvement Team, including parent stakeholders. It is updated each spring to include updated parent, teacher and student recommendations.

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

Parents, teachers, and students (at applicable grade levels) begin the fall and spring conferences by reviewing the School Parent Compact that all have signed at the beginning of the school year.

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

Our parent compact is shared with middle school parents at conferences and is placed on our district website.

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

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

Student academic assessment results are shared with parents in user-friendly language. Translators and literacy assistance are provided to parents who have limited English skills and disabilities.

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?

Families and students who will be entering our school for the Young 5s Kindergarten or Kindergarten will be provided with many supports before the school year even begins.

Transitions for Students -

- We have a Great Start preschool program that begins transitioning students into kindergarten by visiting each of the kindergarten classrooms during their four year-old year.

- Students and families are invited to attend a kindergarten round-up. During this event, students meet the teachers, take a bus ride, read a story and have cookies in classrooms. Parents are introduced to the superintendent, principals, literacy coach, and counselor. Families go on a "scavenger hunt" to meet and greet resources at an informational fair. They will meet members of our parent group (Parents and Teachers Together). They learn about community services, after school activities, kindergarten student support services (Striving To Achieve Reading Success program, counselor, classroom paraprofessionals). Also at this event, parents will sign up for a time to have their child assessed (Madison Readiness Screener) and schedule a hearing screening.

- Shortly before the school year begins, we hold an Open House so that students can meet their teachers and visit classrooms.

- Intermediate School District Support staff visit our kindergarten classrooms the first few weeks of school to assist transitioning students. Throughout the school year, support services remain available from our support team.

- We have a Lenawee's Child Playgroup that meets five days a week and provides preschool children opportunities to interact at school with parents.

- Students who are coming to our school from the Lenawee Intermediate School District (LISD) and in need of special education services are introduced to the educational staff by way of an informational meeting with 2 Madison coaches - the early el principal and the special education director. They are joined by 2 LISD support staff members (O.T. and Speech consultants). At the initial meeting we learn about the students' strengths, challenges, and special needs. We take this information back to the kindergarten teaching staff. At this meeting, teachers reach out to these new students by requesting placement in their classrooms. In many cases, teachers will visit their new students during the spring months to meet and observe them in the current environment. During the first 2 - 3 weeks of school LISD support staff comes to Madison kindergarten classrooms to assist in the transition of students to their new school. Ongoing support and contacts often continue throughout the fall to ensure students are being successful.

- Students from other area preschools who receive speech and language services are brought to our attention in a Spring email. Further contacts with these preschools continue as needed.

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?

Transitions for Parents -

- Information booths for parent resources are a key component of Kindergarten Round-up.

- When parents and children return to school for their readiness and hearing screenings, they will also meet with the literacy coach to learn about our program, ask questions about placement, receive resources and informational packets, and review strategies to help transition their child to kindergarten. If additional support is needed, parents will meet with the early el principal and a kindergarten teacher.

- Shortly after kindergarten round-up, at least one parent meeting is held to help parents as they prepare their child for kindergarten. This year the kindergarten teachers planned and provided an evening that was well-received by families, A Day in the Life of Kindergarten. - Curriculum Guides given to parents at beginning of school year Open House.

Transitions for Staff -

- Students are assessed prior to the school year for hearing, vision, and readiness; this data is used to plan for students in the fall.

- A teacher to teacher transition plan that begins at least one year before LISD Early Childhood Special Education students begin kindergarten. This plan involves ongoing communication and planning with LISD staff, Madison staff, and the student's parents.

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?

All grade levels and departments are represented by members on the school improvement team. This team provides input into the decisions creating, implementing and evaluating the use of school-based academic assessments. Members of the team communicate and discuss the decisions regarding school-based academic assessments with their grade level or department. The school improvement team assisted in the development of student criteria for eligibility based on data for our multi-tiered student support system. The Title I beginning of the year meeting will be held each fall to communicate this information with parents.

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

All grade levels and departments are represented by members on the school improvement team. This team provides input into the decisions creating, implementing and evaluating student achievement data analysis for the purpose of improving the academic achievement of all students. Teachers work together at team meetings, data meetings, and school improvement team meetings to review MEAP, local assessments, NWEA, and AIMSweb data to identify core curriculum strengths and weaknesses and to identify student differentiated needs.

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

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

Students are identified by their academic achievement data. A grade level data sheet is completed based on student eligibility criteria. Data meetings are held throughout the year as updated benchmark data is available. Eligibility of students for Title I services will be determined using a multi-criteria approach. Students with the most critical needs (30th %ile and below) will be supported by Title I services through Team Time and STARS with interventions provided by Title I paraprofessionals and/or classroom teachers.. All students will be supported by differentiated classroom instruction and/orinterventions provided by the classroom teacher.

Each student will be evaluated using the same criteria to determine which children have the greatest need for services.

Reading, Writing, Social Studies, Science Identification Criteria:

Grade: K -

Beginning of the School Year - Madison Readiness Screener/Brigance: below the 30% and/or has been identified through state assessment as an ELL student

Week 5 through end of year - NWEA MAP score: below the 30%ile based on national norms

AIMSweb - Letter Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency: below the 30%ile based on national norms

Additional Local Assessments including Kindergarten Checklist

Grade 1:

Has been identified through state assessment as an ELL student

Reading NWEA - below 30%ile

AIMSweb - Phoneme Segmentation Fluency, Nonsense Word Fluency, R-CBM below the 30%ile based on national norms

Additional Local Assessments including Spelling Inventory (Feature Points), Frye List

Grade 2:

Has been identified through state assessment as an ELL student

Reading NWEA - below 30%ile

Language NWEA - below 30%ile

AIMSweb - R-CBM, MAZE below the 30%ile based on national norms

Additional Local Assessments including STAR below the 30%ile, Spelling Inventory (Feature Points), Frye List

Grade 3:

Has been identified through state assessment as an ELL student

Reading NWEA - below 30%ile

Language NWEA - below 30%ile

State Reading Assessment - students who are not proficient

AIMSweb - R-CBM, MAZE below the 30%ile based on national norms

Additional Local Assessments including STAR below the 30%ile, Spelling Inventory (Feature Points)

Grade 4 and 5:

Reading NWEA - below 30%ile

Language NWEA - below 30%ile

State Reading Assessment - students who are not proficient

AIMSweb - R-CBM, MAZE below the 30%ile based on national norms

Additional Local Assessments including STAR below 30%ile, Spelling Inventory (Feature Points)

Mathematics Identification Criteria:

Kindergarten:

NWEA Math MAP - below 30%ile

AIMSweb Math Assessments - Below 30%ile

Additional Local Assessments - Kindergarten Checkups - Below 30%ile

Grade 1 and 2:

NWEA Math MAP - below 30%ile

AIMSweb Math Assessments - Below 30%ile

Additional Local Assessments - Computation Assessments - Below 30%ile

Grade 3:

NWEA Math MAP - below 30%ile

AIMSweb Math Assessment - below 30%ile

Additional Local Assessments computation - below 30%ile (+/- first two trimesters, x third trimester)

Grades 4:

NWEA Math MAP - below 30%ile

State Math Assessment - students who are not proficient

AIMSweb Math Assessment - below 30%ile

Additional Local Assessments +/-/x computation - below 30%ile

Grades 5:

NWEA Math MAP - below 30%ile

State Math Assessment - students who are not proficient

AIMSweb Math Assessment - below 30%ile

Additional Local Assessments +/-/x/÷ computation - below 30%ile

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?

The first phase of intervention takes place within the classroom and is administered by the classroom teacher. Teachers use strategies, including parent involvement and gradual release, to improve the academic achievement gap. Students who still experience difficulty mastering the State's academic standards are identified, using grade level eligibility criteria. Team Time/S.T.A.R.S. interventions are provided to these students.

English Language Arts/Reading:
Grade Span: Kindergarten - 5th grade
Interventions: Striving To Achieve Reading Success Program (S.T.A.R.S.) for kindergarten students; Team Time Interventions with trained paraprofessional interventionists in reading.

Writing: Additional writing support will be provided through an integrated intervention based on classroom curriculum and materials.
Grade Span: Kindergarten - 5th grade
Interventions: Striving To Achieve Reading Success Program (S.T.A.R.S.) for kindergarten students; Team Time Interventions with trained

paraprofessional interventionists in writing.

Math:
Grade Span: 3rd - 5th
Interventions: Team Time intervention paraprofessionals will be providing additional math support.

Science: Additional science support will be provided through an integrated intervention based on classroom curriculum and materials.
Grade Span: 1st - 5th
Interventions: Team Time Interventions with trained paraprofessional interventionists will provide research-based strategies to provide explicit vocabulary instruction as well as writing instruction in science. In addition, passages from the classroom texts will be used to have students read for fluency.

Social Studies: Additional social studies support will be provided through an integrated intervention based on classroom curriculum and materials.
Grade Span: 1st - 5th
Team Time Interventions with trained paraprofessional interventionists will provide research-based strategies to provide explicit vocabulary instruction as well as writing instruction in social studies. In addition, passages from the classroom texts will be used to have students read for fluency.

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

Classroom teachers differentiate by using a gradual release model of instruction with the whole group, small groups, and individuals. Leveled readers are used in all grade levels in the content areas. In reading and writing students are grouped into small groups to address needs at their ability level. Math differentiation has started in the elementary and will continue through grade level team meetings and support from Lenawee Intermediate School District professional development. Additionally, our school has worked to develop an integrated teaching model, with the foundational work based on the "Highly Effective Teaching Model" (HET Susan Kovalich). Our model continues to develop to integrate curriculum and address individual learning needs through a variety of teaching strategies including summarization, word work, and explicit vocabulary instruction, with an emphasis on real life applications of science and social studies.

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.

Updating needed:

Our school-wide goals are based on our student data analysis. Our programs are coordinated to our goals to address the academic needs of our lowest performing students in reading, mathematics, science, social studies, and writing.

Title Ia $276,034 - Title I Support Staff, Literacy Coach, Team Time/ STARS Paraprofessionals

31a $246,645 - Title I Support Staff, Literacy Coach, Paraprofessionals, Counselors, Intervention Specialist

Title VI Part B $57949 - Behavior Interventionist

Title IIa - $24606 - Embedded and on-going professional development (EBLI, Title I, Literacy, Formative Assessments and Focus Lessons)

District Funds - $203961 Counselor, Intervention Specialist, Title I Coordinator, Universal Screening & Progress Monitoring Costs

Please see attached Consolidated Grant for Title IIa Coordination and Integration towards achievement of school-wide goals

Coordination and Integration of Federal, State and Local Funds and Resources

Madison Elementary School administration and staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on the needs of their buildings and communities.

Resources: Madison Elementary will use Title I funds, along with state and other federal funds to enhance the academic achievement of all students.

Support Programs: Title I, Title IIA, 31A, and Parents and Teachers Together (PATT).

Title II - Part A

1. Title I Professional Development

2. Research-based PD related to Literacy

3. Evidence Based Literacy Intervention Professional Development and Coaching

4. Evidenced Based Literacy Intervention Training

Section 31a

1. PBIS

2. Student Success Program

3. School Counselor

4. Tiered Intervention Support

5. Culture of Achievement Program

Title I Part A

1. Tiered Intervention Support - Literacy/Instructional Coach

2. Team Time (Title I supports)

3. Striving to Achieve Reading Success (STARS) for Kindergarten students

General Fund

1. Counselor

2. Behavior Interventionist

3. Title I Coordinator

4. Team Time Materials

5. Universal Screening and Progress Monitoring Costs

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.

Comprehensive Needs Assessment - District funds

Schoolwide Reform Strategies - Multi-tiered support system, PBIS - District Funds, Title I, Title IIa

Highly Qualified Staff - Literacy Coach, Title Director, Intervention Paraprofessionals salaries - District Funds, Title I, Title IIa

Attract and Retain Highly Qualified Staff- Literacy Coach, Title Director, Intervention Paraprofessionals Professional Development- 31a funds, LISD funding, and District funds used to support PD based on our SIP include EBLI, UbD, Technology Development.

Parent Involvement - District funds used for Parent Involvement activities

Preschool Transition - District funds

Assessment Decisions - District funds

Timely & Additional Assistance - 31a funds for intervention paraprofessionals, Title I funds for Intervention Specialist, Literacy Coach, Title Director, Intervention Paraprofessionals

Coordination & Integration of Federal, State & Local Resources - District funding and Title I funding used for staff who coordinate and integrate Federal, State & Local Resources.

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.

Community Eligibility Option (CEO) Free Breakfast and Lunch program

Antibullying Grant - Integration of programs used to prevent violent and aggressive behavior.

Preschool Lenawee Great Start Grant program

Evaluation:

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

The school-wide program is evaluated annually through a program evaluation process with the Multi-Tiered Systems of Supports (MTSS) Committee and School Improvement Team (SIT). The tool that is used comes from ASSIST. Parent stakeholders participate in the process as members of the MTSS Committee and SIT.

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.

Parents, students, teachers, community stakeholders and administrators examine behavior and academic data of programs. We track the overall data of the programs, comparing throughout the year and between years. This information is used to evaluate effectiveness in order to adapt and highly focus our programs.

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

The progress of our students at Madison Elementary are progress monitored regularly, with special attention to students furthest from meeting the standards. Parents are provided with progress monitoring data information. Additionally, teachers and stakeholders (including parents) plan, monitor and evaluate our programs based on student academic and behavior data.

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?

We hold a Multi-Tiered Systems of Support (MTSS) committee meeting, including teacher and parent representatives, 3 times each school year to revise the plan as warranted by evaluation data. Their recommendations are made to the School Improvement Team for continuous improvement planning.

Madison Elementary School Improvement Plan
2015-16

Overview

Plan Name

Madison Elementary School Improvement Plan 2015-16

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 Madison Elementary School will become proficient readers and writers.	Objectives: 2 Strategies: 4 Activities: 27	Academic	$809870
2	All students at Madison Elementary School will become proficient in Science and Social Studies.	Objectives: 2 Strategies: 4 Activities: 27	Academic	$0
3	All Students at Madison Elementary School will become proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 25	Academic	$0

Goal 1: All students at Madison Elementary School will become proficient readers and writers.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency towards reading in English Language Arts by 06/30/2016 as measured by state assessments..

(shared) Strategy 1:

Planning and Preparation: - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training in UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Professional trainer(s), Administration, Teachers

Activity - Grade/Department Level Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Construct units using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	$0	No Funding Required	Teachers

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development to support planning for implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	$0	No Funding Required	Professional trainer(s), Administration, Teachers

(shared) Strategy 2:

Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for

the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators/Teachers

Activity - Grade/Department Level Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility Model across all content areas. (Learning Walk sub costs)	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$675	General Fund	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations. (MEMSPA, Learning Walk sub costs, MACUL, Foundations of Math)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	$3190	Title II Part A	Administrators, Teachers, Lenawee Intermediate School District Staff

Activity - Student Achievement to Guide Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Madison Elementary staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction. | Academic Support Program | Tier 1 | Monitor | 06/13/2014 | 06/30/2016 | $0 | No Funding Required | Teachers, Administrators, Literacy Coach |

Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 2	Monitor	06/13/2014	07/30/2016	$1800	Title II Part A	Title I Staff, Administrators

Activity - Research-based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI, NWEA, AIMSweb, STAR Costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$315697	Title I Part A, Section 31a, General Fund	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or At-Risk Kindergarten Aides.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students. (Sub costs) | Teacher Collaboration | Tier 2 | Monitor | 06/13/2014 | 06/30/2016 | $3000 | Title I Part A | Literacy Coach, Teachers, Title I Staff |

Activity - Culture of Achieve. Prog. (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive academic support/homework support during lunch or after school. (Program costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$3956	Section 31a	Teachers, Administrators

Activity - Literacy Coach/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 2	Implement	06/13/2014	06/30/2016	$234477	General Fund, Title I Part A	Title I Coordinator, Literacy Coach, Administrators

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$97709	General Fund, Section 31a	Counselor

Activity - School-wide Positive Behavioral Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. (Behavior Interventionist)	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$128775	Section 31a, General Fund, Title VI Part B	Behavior Interventionist and Counselor

Activity - Evidence Based Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. (PD, coaching costs)	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$16850	Title II Part A	Literacy Coach, Teachers, Administrators

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas in all grade levels.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using mini-observations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	07/29/2013	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Facilitate Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Facilitate Explicity Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Word Work Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Research-based PD related to Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$3066	General Fund, Title II Part A	Professional Facilitator, Administrators, Teachers

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. Journal of Emotional and Behavioral Disorders, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Madison Elementary School

Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/30/2016	$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester.	Walkthrough	Tier 1	Getting Ready	07/28/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$675	No Funding Required	Administration, teachers

Measurable Objective 2:

67% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2016 as measured by state assessments.

(shared) Strategy 1:

Planning and Preparation: - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training in UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Professional trainer(s), Administration, Teachers

Activity - Grade/Department Level Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Construct units using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	$0	No Funding Required	Teachers

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development to support planning for implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	$0	No Funding Required	Professional trainer(s), Administration, Teachers

(shared) Strategy 2:

Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for

the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators/Teachers

Activity - Grade/Department Level Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility Model across all content areas. (Learning Walk sub costs)	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$675	General Fund	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations. (MEMSPA, Learning Walk sub costs, MACUL, Foundations of Math)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	$3190	Title II Part A	Administrators, Teachers, Lenawee Intermediate School District Staff

Activity - Student Achievement to Guide Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Madison Elementary staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators, Literacy Coach

Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 2	Monitor	06/13/2014	07/30/2016	$1800	Title II Part A	Title I Staff, Administrators

Activity - Research-based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI, NWEA, AIMSweb, STAR Costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$315697	General Fund, Title I Part A, Section 31a	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or At-Risk Kindergarten Aides.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students. (Sub costs)	Teacher Collaboration	Tier 2	Monitor	06/13/2014	06/30/2016	$3000	Title I Part A	Literacy Coach, Teachers, Title I Staff

Activity - Culture of Achieve. Prog. (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive academic support/homework support during lunch or after school. (Program costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$3956	Section 31a	Teachers, Administrators

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Activity - Literacy Coach/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 2	Implement	06/13/2014	06/30/2016	$234477	Title I Part A, General Fund	Title I Coordinator, Literacy Coach, Administrators

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$97709	Section 31a, General Fund	Counselor

Activity - School-wide Positive Behavioral Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. (Behavior Interventionist)	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$128775	General Fund, Title VI Part B, Section 31a	Behavior Interventionist and Counselor

Activity - Evidence Based Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. (PD, coaching costs)	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$16850	Title II Part A	Literacy Coach, Teachers, Administrators

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas in all grade levels.

Category:

Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using mini-observations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	07/29/2013	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Facilitate Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Facilitate Explicity Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Word Work Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Research-based PD related to Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$3066	General Fund, Title II Part A	Professional Facilitator, Administrators, Teachers

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. Journal of Emotional and Behavioral Disorders, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/30/2016	$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester.	Walkthrough	Tier 1	Getting Ready	07/28/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$675	No Funding Required	Administration, teachers

Goal 2: All students at Madison Elementary School will become proficient in Science and Social Studies.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency toward in Science by 06/30/2016 as measured by state assessment.

(shared) Strategy 1:

Planning and Preparation - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction..

Tier: Tier 1

Activity - Administrator/Teacher Training in UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Professional Trainers, Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Construct units using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	All grade levels have completed at least one UbD unit during the 2014-15 school year in Science. They are working to complete all Science and Social Studies UbD units by the end of the 2015-16 school year.	July 07, 2015	Mrs. Linda Kaufman

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning		Implement	07/01/2015	06/30/2016	$0	No Funding Required	Professional Trainers/Administration/Teachers

(shared) Strategy 2:

Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for

Supervision and Curriculum Development, Alexandria, Virginia.

Category:

Research Cited: Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) ontemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All staff will implement the Gradual Release of Responsibility Model across all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers, Lenawee Intermediate School District Staff

Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Title I Staff, Administrators

Activity - Administrator and Teacher Leader PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

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Activity - Research-based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, Teachers, Title I Staff

Activity - Culture of Achieve. Prog. (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive academic support/homework support during lunch or after school.	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Literacy Coach/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Title I coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Title I Coordinator, Literacy Coach, Administrators

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Counselor

Activity - School-wide Positive Behavioral Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Behavior Interventionist and Counselor

Activity - Evidence Based Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, Teachers, Administrators

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas in all grade levels.

Category:

Research Cited: Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare;

Hamilton, Laura;

Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using miniobservations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Facilitate Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Facilitate Explicity Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Word Work Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Research-based Professional Development Related to Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Professional Facilitator, Administrators, Teachers

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community. http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author. Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515. Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579–593. Vaughn, S. (2003, December). How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on

Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential

deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior

patterns among school-age children and young. Journal of Emotional and Behavioral Disorders, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$0	No Funding Required	Administration, teachers

Measurable Objective 2:

58% of All Students will demonstrate a proficiency of concepts in Social Studies by 06/30/2016 as measured by state assessments.

(shared) Strategy 1:

Planning and Preparation - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Understanding by Design, or UbD, is a tool utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their Understanding by Design (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction..

Tier: Tier 1

Activity - Administrator/Teacher Training in UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Professional Trainers, Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Construct units using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	All grade levels have completed at least one UbD unit during the 2014-15 school year in Science. They are working to complete all Science and Social Studies UbD units by the end of the 2015-16 school year.	July 07, 2015	Mrs. Linda Kaufman

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning		Implement	07/01/2015	06/30/2016	$0	No Funding Required	Professional Trainers/Administration/Teachers

(shared) Strategy 2:

Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for

School Improvement Plan

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Supervision and Curriculum Development, Alexandria, Virginia.

Category:

Research Cited: Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) ontemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility Model across all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers, Lenawee Intermediate School District Staff

Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Title I Staff, Administrators

Activity - Administrator and Teacher Leader PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Research-based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI) | Academic Support Program | Tier 1 | Implement | 06/13/2014 | 06/30/2016 | $0 | No Funding Required | Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. |

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, Teachers, Title I Staff

Activity - Culture of Achieve. Prog. (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive academic support/homework support during lunch or after school.	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Literacy Coach/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Title I coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Title I Coordinator, Literacy Coach, Administrators

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Counselor

Activity - School-wide Positive Behavioral Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Behavior Interventionist and Counselor

Activity - Evidence Based Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, Teachers, Administrators

(shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas in all grade levels.

Category:

Research Cited: Research Cited: Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura;

Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using miniobservations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Facilitate Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Facilitate Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Word Work Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Research-based Professional Development Related to Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Professional Facilitator, Administrators, Teachers

(shared) Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community. http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author. Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515. Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579–593. Vaughn, S. (2003, December). How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on

Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential

deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior

patterns among school-age children and young. Journal of Emotional and Behavioral Disorders, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$0	No Funding Required	Administration, teachers

Goal 3: All Students at Madison Elementary School will become proficient in Mathematics.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency towards in Mathematics by 06/30/2016 as measured by state assessments.

Strategy 1:

Planning and Preparation - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency towards reading.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training in UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators

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Activity - Grade/Department Level Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Strategy 2:

Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for

the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility Model within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers, Lenawee Intermediate School District Staff

Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Title I Staff, Administrators

Activity - Administrator and Teacher Leader PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, administrators

Activity - Research-based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, CAP, After school tutoring, Phonics license)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides.

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic nstruction/intervention support for students.	Teacher Collaboration	Tier 2	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, teachers, Title I staff

Activity - Culture of Achieve. Prog. (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive academic support/homework support during lunch or after school. (Program costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, administrators

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Activity - Literacy Coach/Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Title I Coordinator, Literacy Coach, Administration

Activity - Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Counselor

Activity - School-wide Positive Behavioral Interventions and	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program.	Behavioral Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Behavior Interventionist and Counselor

Activity - Evidence Based Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. (PD, coaching costs)	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Literacy Coach, Teachers, Administrators

Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas in all grade levels.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012 Tier: Tier 1

Tier: Tier 1

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using mini-observations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Administrators, Teachers

Activity - Facilitate Summarization Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Facilitate Explicity Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Word Work Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	No Funding Required	Teachers

Activity - Research-based Professional Development Related To Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	No Funding Required	Professional Facilitator, Administrators, Teachers

Strategy 4:

Monitoring, Assessment, and Follow-Up: Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Research Cited: Research Cited: Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community. http://www.horizonresearch. com/LSC/news/pasley2002.php. [Accessed December 7, 2004.] www.pdmathsci.net, March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author. Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515. Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. Journal of Educational Psychology, 91, 579–593. Vaughn, S. (2003, December). How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on

Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. Exceptional Children, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential

deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638. Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J.

R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. Journal of Emotional

and Behavioral Disorders, 4, 194–209. Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

http://www.studyisland.com/salessheets/SI%20Foundational%20Report%207-25-08.pdf

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Implement	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	No Funding Required	Teachers, Administrators

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2016	$0	No Funding Required	Administration/Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations. (MEMSPA, Learning Walk sub costs, MACUL, Foundations of Math)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	$3190	Administrators, Teachers, Lenawee Intermediate School District Staff
Research-based PD related to Literacy	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$2766	Professional Facilitator, Administrators, Teachers
Title I Professional Development	Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 2	Monitor	06/13/2014	07/30/2016	$1800	Title I Staff, Administrators
Evidence Based Literacy Intervention	Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. (PD, coaching costs)	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$16850	Literacy Coach, Teachers, Administrators

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Counselor	Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$58274	Counselor

Culture of Achieve. Prog. (CAP)	Students will receive academic support/homework support during lunch or after school. (Program costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$3956	Teachers, Administrators
Research-based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI, NWEA, AIMSweb, STAR Costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$132905	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or At-Risk Kindergarten Aides.
School-wide Positive Behavioral Interventions and Supports	A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. (Behavior Interventionist)	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$51510	Behavior Interventionist and Counselor

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach/Title I Coordinator	Title I Coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 2	Implement	06/13/2014	06/30/2016	$124535	Title I Coordinator, Literacy Coach, Administrators
Research-based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI, NWEA, AIMSweb, STAR Costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$19700	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or At-Risk Kindergarten Aides.

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Counselor	Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$39435	Counselor
School-wide Positive Behavioral Interventions and Supports	A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. (Behavior Interventionist)	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$19316	Behavior Interventionist and Counselor
Research-based PD related to Literacy	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$300	Professional Facilitator, Administrators, Teachers
Implement the Gradual Release of Responsibility Model	All staff will implement the Gradual Release of Responsibility Model across all content areas. (Learning Walk sub costs)	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$675	Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Monitor	07/01/2015	06/30/2016	$0	Administration/Teachers
Word Work Curriculum	Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Research-based Professional Development Related to Literacy	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Professional Facilitator, Administrators, Teachers
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$675	Administration, teachers
Implement the Gradual Release of Responsibility	All staff will implement the Gradual Release of Responsibility Model across all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Facilitate Explicity Vocabulary Instruction	All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers

Teacher Training on UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning		Implement	07/01/2015	06/30/2016	$0	Professional Trainers/Administration/Teachers
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers, Administrators
Student Achievement to Guide Small Group Instruction	Madison Elementary staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers, Administrators, Literacy Coach
Literacy Coach/Title I Coordinator	Title I coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Title I Coordinator, Literacy Coach, Administrators
Implement Depth of Knowledge	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers, Administrators
Word Work Curriculum	Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Facilitate Response to Text	All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Implement Depth of Knowledge	Teachers will implement skills learned in Depth of Knowledge professional development in each classroom during the first trimester.	Walkthrough	Tier 1	Getting Ready	07/28/2014	06/30/2016	$0	Teachers, Administrators
Research-based Professional Development Related To Literacy	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	Professional Facilitator, Administrators, Teachers
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work.	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	$0	Administration, teachers
Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers, Lenawee Intermediate School District Staff

Teacher Training on UbD	Professional trainers will conduct ongoing professional development to support planning for implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	07/01/2015	06/30/2016	$0	Professional trainer(s), Administration, Teachers
Implement Depth of Knowledge	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work.	Walkthrough	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers, Administrators
Facilitate Explicity Vocabulary Instruction	All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Administrators, Teachers
Monitor Implementation of Response to Text	Administrators will monitor implementation using miniobservations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers
Construct units using UbD	All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	$0	Teachers
Evidence Based Literacy Intervention	Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Literacy Coach, Teachers, Administrators
PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	Professional Trainers
Monitor Implementation of Response to Text	Administrators will monitor implementation using mini-observations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	07/29/2013	06/30/2016	$0	Administrators, Teachers
Grade/Department Level Professional Learning Communities	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers
Facilitate Summarization Strategies	All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Counselor	Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Counselor

Grade/Department Level Professional Learning Community	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Grade/Department Level Professional Learning Community	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers
Culture of Achieve. Prog. (CAP)	Students will receive academic support/homework support during lunch or after school. (Program costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$0	Teachers, administrators
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers, Administrators
Administrator/Teacher Training in UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Professional trainer(s), Administration, Teachers
Facilitate Summarization Strategies	All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Culture of Achieve. Prog. (CAP)	Students will receive academic support/homework support during lunch or after school.	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$0	Teachers, Administrators
Facilitate Response to Text	All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Administrator/Teacher Training in UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Professional Trainers, Administrators, Teachers
Administrator/Teacher Training in UbD	Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Administrators
Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Administrators, Teachers
Monitor Implementation of Response to Text	Administrators will monitor implementation using mini-observations, discussions during common planning time/staff meetings and reviewing samples of student's work.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers
Facilitate Explicity Vocabulary Instruction	All teachers will implement explicit vocabulary instruction in all classrooms in all content areas through each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Evidence Based Literacy Intervention	Evidence Based Literacy Intervention (EBLI) - Training/Coaching will be provided for teachers to instruct using the EBLI program. (PD, coaching costs)	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Literacy Coach, Teachers, Administrators

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Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and Lenawee Intermediate School District staff will monitor the implementation of the Gradual Release of Responsibility model through classroom mini-observations.	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers, Lenawee Intermediate School District Staff
Research-based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides.
Construct units using UbD	All staff will utilize UbD resources to collaboratively create, plan, and prepare UbD units ensuring horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Administrator and Teacher Leader PD	Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers, Administrators
Grade/Department Level Professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers
Title I Professional Development	Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Title I Staff, Administrators
Grade/Department Level Professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers
Facilitate Summarization Strategies	All teachers will explicitly teach summarization strategies in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Counselor	Our counselor will support students and teachers as they work through behavior concerns, family crises, and other needs related to the 31a risk factors. She will work with many students but devote a special amount of time focusing on students at risk of failure.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Counselor

PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	$0	Professional Trainers
Title I Professional Development	Title I staff will attend PD to learn more about the guidelines and programming expectations of Title I.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Title I Staff, Administrators
Data Meetings	Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Literacy Coach, Teachers, Title I Staff
PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments.	Professional Learning	Tier 1	Getting Ready	08/25/2014	06/30/2016	$0	Professional Trainers
Data Meetings	Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic nstruction/intervention support for students.	Teacher Collaboration	Tier 2	Monitor	06/13/2014	06/30/2016	$0	Literacy Coach, teachers, Title I staff
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers, Administrators
Grade/Department Level Professional Learning Communities	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Administrators, Teachers
Implement the Gradual Release of Responsibility Model	All staff will implement the Gradual Release of Responsibility Model within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers
Research-based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, CAP, After school tutoring, Phonics license)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides.
Facilitate Response to Text	All staff will facilitate response to text methods throughout all content areas.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	$0	Teachers

School-wide Positive Behavioral Interventions and	A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program.	Behavioral Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	Behavior Intervention ist and Counselor
School-wide Positive Behavioral Interventions and Supports	A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program.	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Behavior Intervention ist and Counselor
Literacy Coach/Title I Coordinator	Title I coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	$0	Title I Coordinator , Literacy Coach, Administrati on
Word Work Curriculum	Word Work Curriculum will be implemented in all classrooms in all content areas throughout each week.	Direct Instruction	Tier 1	Monitor	07/28/2014	06/30/2016	$0	Teachers
Administrator and Teacher Leader PD	Administrators and/or teacher leaders will participate with PD/conferences related to behavior systems, comprehension, RTI, literacy, UbD, Gradual Release Model, Leverage Leadership, MEMSPA	Professiona l Learning	Tier 1	Monitor	06/13/2014	06/30/2016	$0	Teachers, administrat ors
Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility Model.	Professiona l Learning	Tier 1	Implement	06/13/2014	06/30/2016	$0	Administrat ors/Teache rs

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Data Meetings	Grade level teachers will participate with intervention staff for data meetings to discuss fidelity programs, to analyze student academic/behavior data and to plan for strategic instruction/intervention support for students. (Sub costs)	Teacher Collaborati on	Tier 2	Monitor	06/13/2014	06/30/2016	$3000	Literacy Coach, Teachers, Title I Staff

Research-based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (STARS, Team Time, Bilingual Support, EBLI, NWEA, AIMSweb, STAR Costs)	Academic Support Program	Tier 2	Monitor	06/13/2014	06/30/2016	$163092	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or At-Risk Kindergarten Aides.
Literacy Coach/Title I Coordinator	Title I Coordinator/Literacy Coach will provide interventions to students as well as organize the program day-to-day.	Academic Support Program	Tier 2	Implement	06/13/2014	06/30/2016	$109942	Title I Coordinator, Literacy Coach, Administrators

Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide Positive Behavioral Interventions and Supports	A School-wide Positive Behavioral Interventions and Supports system will be maintained to ensure student academic success and will include Check-In Check Out program. (Behavior Interventionist)	Behavioral Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	$57949	Behavior Interventionist and Counselor