



School Improvement Plan

George Long Elementary School

Grass Lake Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Building leadership team and Rti coordinator reviewed the assessment.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

M-Step Data, Fontis & Pinell Benchmark Assessments, Rti Data, Tri-mester Writing, Reading, Math Data, NWEA and teacher recommendations.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Language Arts - Fontis & Pinell and Writing Benchmark Data

Math - Moby Max Data and End of Unit Math Assessments

Science & Social Studies - M-Step Data

NWEA

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Fontis & Pinell Benchmarking

Pals Testing

Moby Max Assessment Data

NWEA

Dibels (Portions)

Teacher Created Assessments

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Rti - Literacy and Math

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Rti Program for Language Arts and Math

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

All strategies were written with student achievement as the focus.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Fontis & Pinell

Daily 5 and CAFE

Writing Process

EBLI

Rti

Differentiated Instruction

Technology Immersion and Implementation

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Rti Program- students receive additional reading and math instruction 4-5 times a week for 30 minutes. This time is small group and one-to-one instruction. On going assessments occur and instruction is adjusted to meet student needs. Data is gathered and also used.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

All staff that provide supplemental services have a schedule and work with classroom teachers to ensure students are not pulled during core academic times as much as possible.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Literacy Coaches provide professional development for staff and work directly with students in the Rti program to assist student growth.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

The district has a preschool program located in the elementary building. Communication takes place throughout the year. Communication with outside preschool programs takes place on an as needed basis.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Rti - Literacy and Math Professional Development
Technology
Common Core Workshops
Local ISD Support

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Autism Training
Diabetic Training
RAD Training
Parent Literacy Evenings
Literacy & Math Coaching

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Attached is the school calendar.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

E-Mail, Rti Newsletters and Individual Data Reviews, District Web Page, Annual Report, Building Newsletter and Classroom News, District Smoke Signals.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parent Letter, E-Mail, Individual Student Progress Reports, Data Review Meetings, ISD Student Study Team and Conferences

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Through progress reports and parent meetings. This process is being adjusted to make it more efficient.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent activities are scheduled during the year, letters sent home and email.

5. Describe how the parent involvement activities are evaluated.

Parent Survey
Parent Attendance

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

Staff, administration and parents.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached.	Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

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Report Cards

Progress Reports

Parent Teacher Conferences

We encourage parents to communicate clearly their needs so that as a team we can provide what is best for the child

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See Attached	Parent Involvement Policy/Plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Conferences are held at least twice a year. Parents are provided information about student growth and goals are set to meet students needs. Progress reports are provide throughout the year and at parents request teachers will meet to discuss area of concern and or growth.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Programs are coordinated with administrator, Rti Coordinator and teachers.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All funds are coordinated through the building and district school improvement plans.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Monthly data reviews and daily progress monitoring. Data is stored in Illuminate, housing warehouse, shared google documents and all member of the educational team can access the data.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Revisions are made based on teacher, Rti coordinator and parent input. Revisions are based on individual student need.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All teachers are Highly Qualified, have received intensive Rti professional development in both literacy and math. The student assistance team meets monthly and students with academic concerns are discussed with a team that will then make determination and recommendations for specific academic needs.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

All data is reviewed by the principal and the Rti coordinator/coach.

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

Use of data provided by the state and the data collected throughout the year. Literacy benchmarks, math benchmarks and teacher observations.

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

Through growth measures and data collection.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

All data through the year is collected and student success monitored. If revisions to the program are needed it occurs then or as we progress through the year.

Spring 2017-2018

Overview

Plan Name

Spring 2017-2018

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	100% of all K-5 students will be proficient in Science.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
2	100% of all K-5 students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	100% of all K-5 students will be proficient in Writing.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0
4	100% of all K-5 students will be proficient in Reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$56000
5	100% of all K-5 students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$23300

Goal 1: 100% of all K-5 students will be proficient in Science.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 8% in Science by 06/06/2018 as measured by 5th grade state assessment..

Strategy 1:

Curriculum - All staff will implement Michigan Science Standards (MSS).

Category: Science

Research Cited: The state of Michigan has adopted new science standards that will help to improve science education and student achievement. Based on Framework for K-12 Science Education, the MSS are intended to reflect a new vision.

Tier: Tier 1

Activity - Science Units Aligned with Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will create science units and assessments based on Michigan Science Standards (MSS) using researched based materials, STEM units from Jackson County ISD, Mystery Science and other resources.	Curriculum Development	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5 Administration

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate into lesson plans the opportunity for students to practice applying science reasoning skills using the scientific method and common vocabulary.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5

Strategy 2:

Inquiry Instruction - All staff will implement inquiry based scientific instruction. Use 1:1 Technology

Category: Science

Research Cited: STEM Research and MSS

Tier: Tier 1

Activity - Technology Based Learning - STEM Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students K-5 will be provided STEM opportunities weekly while incorporating MSS. Students will use technology to show proof of learning connections.	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All K-5 Staff, Administration, ISD Tech. T.C.
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Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency target RIT score in science in Science by 06/06/2018 as measured by NWEA..

Strategy 1:

Lesson Planning - All staff will give pre and post assessments for each science unit created.

NWEA will be given 3 times per year (Sept., Jan., May) for grades 3-5.

Assessment data will used to drive instruction.

Category: Science

Research Cited: A Framework for K-12 Science Education:Practices, crosscutting concepts, and core ideas. www.nap.edu

Tier: Tier 1

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA 3 Times Yearly Grades 3-5 K-2 will use teacher created assessments. 2016-2017 School Year	Other	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5.

Goal 2: 100% of all K-5 students will be proficient in Social Studies.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 8% in Social Studies by 06/06/2018 as measured by the 6th grade Social Studies state assessment..

Strategy 1:

Reading Charts & Graphs - All staff will increase the amount of reading and analyzing of charts and graphs in all subject areas.

Category: Social Studies

Tier: Tier 1

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff K-5 including specials teachers will engage in specific reading activities related to charts and graph interpretation.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5, Specials Staff, Principals, SI Team

Strategy 2:

Professional Development - All teachers will participate in learning that will enhance teaching practices.

Use of common planning to develop curriculum.

Grade level teams will meet monthly to identify essential learning goals and adjust curriculum as needed. Assessments will be created to ensure student learning goals are met.

Pacing guides will be developed.

Category: Social Studies

Research Cited: MDE Site

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in current curriculum. Research programs and support to improve instruction. Develop pacing guides to ensure all content is being covered.	Professional Learning, Curriculum Development, Teacher Collaboration		Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5, Social Studies Committee, Administration

Strategy 3:

Teaching for Learning - All staff will identify the bottom 30% of students using reading a writing data and incorporate social studies in the Rti program.

Category: Learning Support Systems

Research Cited: Allington, 2012 What Really Matters in Rti.

Tier: Tier 2

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Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will post common vocabulary based on Social Studies GLCE'S and refer to them on a regular basis	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	All staff K-5, Administration

Goal 3: 100% of all K-5 students will be proficient in Writing.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase to 10% in Writing by 06/06/2018 as measured by the state assessment..

Strategy 1:

Assessment and Data Collection - All K-5 students will receive quality research-based Tier 1 instruction. Using the writing rubric and teacher student conferencing areas of improvement will be targeted and individual student goals will be worked on.

Category: English/Language Arts

Research Cited: Allington, 2012 What Really Matters in Rti

Tier: Tier 1

Activity - Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing assessments will be collected each trimester and data will be collected, entered into Illuminate and shared with students, grade level teams at monthly data reviews and administration. Students will write a narrative piece of their choice and the narrative writing rubric (based on Common Core Writing Standards) will be used to score. Based on assessment results students with the help from the teacher will set goals for improvement.	Academic Support Program	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	K-5 Teachers, Administration and Rti Coordinator

Activity - Trimester Data Chats	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 grade level teams will meet at the end of each trimester to identify and discuss struggling writers and instructional strategies. A grade level teams will share information with administration.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Title I Part A	K-5 Teachers, Rti Coach, Administration

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Strategy 2:

Parental Involvement - K-5 Students and parents will be involved in monthly literacy nights. This will be done with the help of Energizing Education Family Nights.

Parents will also be given grade level writing expectations and ideas for supporting their students with the writing process.

Category: English/Language Arts

Tier: Tier 1

Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice during the school year, parents and students will be invited to a "Literacy Night" and receive information on how to assist their child with the writing process.	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Title I Part A	K-5 Staff , Rti Coach, Administration

Strategy 3:

Conferencing - Teachers will increase the amount of conferencing time with students with major focus being the bottom 30%.

Category: English/Language Arts

Research Cited: Allington, 2012 What Really Matters in Rti, EBLI - Evidence Based Literacy Instruction

Tier: Tier 1

Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through writers workshop teachers will increase the amount of conferencing with students so as to improve students writing and provide focus areas for instruction whole group and small group. Students and teachers will create individual writing goals.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	K-5 Teachers, Rti Coach, Administration

Activity - Monthly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet monthly to collaborate about writing and share ideas. Meeting minutes will be recorded and shared with administration.	Direct Instruction	Tier 1	Monitor	08/23/2017	06/06/2018	\$0	Title I Part A	RTI Literacy coach, K-5 staff, administration

Strategy 4:

Professional Learning Community - Grades K-5 teachers will work together in PLC groups to implement writing workshop, develop a scope and sequence K-5 and implement EBLI Strategies K-2.

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Category: English/Language Arts

Tier: Tier 1

Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teacher training for classroom set up and management to enhance instruction.	Professional Learning	Tier 1		08/23/2017	06/06/2018	\$0	Title II Part A	K-5 staff, administration, Literacy Coach

Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-5 teachers will learn best practices regarding Writing Workshop, Writing Process and EBLI Writing Strategies K-2. Implementation is the goal.	Professional Learning	Tier 1		08/23/2017	06/06/2018	\$0	Title II Part A	K-5 staff, administration, Literacy Coach

Goal 4: 100% of all K-5 students will be proficient in Reading.**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 5% of reading proficiency levels in Reading by 06/06/2018 as measured by as measured by the state assessment..

Strategy 1:

Best Practices - Grades K-5 will participate in "new" learning using many resources.

Guided Reading

Fontas & Pinell

EBLI - Evidence Based Literacy Interventions

Technology Resources

Category: English/Language Arts

Tier: Tier 1

Activity - Technology Immersion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and students will actively use tech tools and appropriate software that will effectively improve learning and achievement. Some examples are: * iPad Apps * Reading A-Z * Moby Max * Star Fall * Raz Kids Many Other Web Sites Google EBLI F & P Read Works Readwritethink.org EPIC	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Other	K-5 Staff, administration, technology steering committee, JCISD technology consultants
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-5 will continue learning how to monitor and evaluate progress using Fountas & Pinnell Benchmark Assessment Kits & NWEA Assessment with fidelity. Benchmark will occur 3 times a year (Sept., Jan., May). Benchmarking Weekly Data Reviews PLC	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Other	K-5 staff, administration, Literacy Coach, F&P Consultants

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week grade level meetings will occur to look at data, build professional learning, adjust curriculum and focus instruction. Once a month grade level teams will meet with the RTI Coach and Administration to discuss student growth.	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	General Fund	Principals, Literacy Coaches, JCISD personnel, K-5 teachers.

Strategy 2:

Response to Intervention - Our K-5 Literacy Specialist will work with struggling students using Tier 2 and Tier 3 intervention strategies to increase the proficiency levels of the bottom 30% of all students.

Category: English/Language Arts

Research Cited: Allington (2012). What Really Matters in Response to Intervention

Tier: Tier 2

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Activity - Literacy Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly, parents will be invited to learn how to help/guide their children in best practices for literacy through Energizing Education.(Family Reading Night)	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Title I Part A	RTI Literacy Coach, K-5 staff, administration, JCISD support personnel, Energizing Education
Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom instructional assistants will work with identified struggling K-2 students. These assistants will work under the guidance of the classroom teacher and RTI coach.	Direct Instruction	Tier 2	Implement	08/23/2017	06/06/2018	\$26000	Title I Part A	Administration, Literacy Coach, JCISD Literacy Personnel.
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Intervention Specialist and K-5 teachers will benchmark students beginning, middle and end of year using Fountas & Pinnell Benchmark Assessment Kits. Monthly Data Review will occur. NWEA will be administered 3 times a year. Data will be entered into Illuminate and used to meet individual student learning goals.	Direct Instruction	Tier 1	Monitor	08/23/2017	06/06/2018	\$30000	Title I Part A	RTI Literacy Coach, K-5 Teachers, administration, JCISD literacy support personnel.

Goal 5: 100% of all K-5 students will be proficient in Math.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in Mathematics by 06/06/2018 as measured by state assessment..

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Strategy 1:

Response to Intervention - K-5 teachers will work with struggling students using Tier 2 and Tier 3 intervention strategies to increase the proficiency of the bottom 30% of all students.

Category: Mathematics

Research Cited: Allington (2012), What Really Matters in Response to Intervention.

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will work with low achieving students using best practices related to Tier 1, 2 and 3 instruction. Monthly grade level meetings will occur and data will be used to evaluate progress and adjust instruction. NWEA will be administered 3 times a year 2017-18 Moby Max Math Assessment Data will be used.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$20000	Other	JCISD Math Support, K-5 staff and administration.

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice during the school year, parents and students will be invited to "Math Nights" where teachers and math support will teach parents how to help and guide their children effectively in math (Oct./Nov. and Mar./Apr.)	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$3000	Title I Part A	K-5 teachers, administration, parents, students.

Activity - Monthly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate as they study the math progress monitoring data from the building level assessments. They will identify the standards for deeper instruction related to weaknesses in student performance data. Teachers will use common core to develop assessments and scope and sequence.	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	No Funding Required	K-5 teachers, administration.

Strategy 2:

Technology - Teachers and students will use a variety of tech tools including software and hardware to create/demonstrate/evaluate their teaching and learning.

Category: Technology

Research Cited: Marzano (2007). Using Technology with Classroom Instruction That Works.

Tier: Tier 1

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Activity - Technology Immersion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and students will actively use tech tools and appropriate software that will effectively improve math learning and achievement.</p> <p>Examples: Moby Max Illuminations iPad Apps Everyday Math Zearn</p>	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Other	K-5 staff, administration, Tech steering committee, JCISD Technology Consultants, Sarah Sherwood Educational Technology Consultant
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administration and K-5 teachers will utilize building level online assessments to determine areas of weaknesses in math standards. Data from M-Step, Moby Max, NWEA and other teacher created assessments.</p> <p>Student data will be reviewed at month grade level data meetings. The data will be used to target interventions and differentiate instruction.</p>	Technology	Tier 1	Monitor	08/23/2017	06/06/2018	\$300	General Fund	K-5 teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	RTI Intervention Specialist and K-5 teachers will benchmark students beginning, middle and end of year using Fountas & Pinnell Benchmark Assessment Kits. Monthly Data Review will occur. NWEA will be administered 3 times a year. Data will be entered into Illuminate and used to meet individual student learning goals.	Direct Instruction	Tier 1	Monitor	08/23/2017	06/06/2018	\$30000	RTI Literacy Coach, K-5 Teachers, administration, JCISD literacy support personnel.
Parental Involvement	Twice during the school year, parents and students will be invited to "Math Nights" where teachers and math support will teach parents how to help and guide their children effectively in math (Oct./Nov. and Mar./Apr.)	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$3000	K-5 teachers, administration, parents, students.
Trimester Data Chats	K-5 grade level teams will meet at the end of each trimester to identify and discuss struggling writers and instructional strategies. A grade level teams will share information with administration.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 Teachers, Rti Coach, Administration
Monthly Grade Level Meetings	Grade level teams will meet monthly to collaborate about writing and share ideas. Meeting minutes will be recorded and shared with administration.	Direct Instruction	Tier 1	Monitor	08/23/2017	06/06/2018	\$0	RTI Literacy coach, K-5 staff, administration
Literacy Nights	Monthly, parents will be invited to learn how to help/guide their children in best practices for literacy through Energizing Education.(Family Reading Night)	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$0	RTI Literacy Coach, K-5 staff, administration, JCISD support personnel, Energizing Education

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Literacy Night	Twice during the school year, parents and students will be invited to a "Literacy Night" and receive information on how to assist their child with the writing process.	Parent Involvement	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 Staff , Rti Coach, Administration
Instructional Assistants	Classroom instructional assistants will work with identified struggling K-2 students. These assistants will work under the guidance of the classroom teacher and RTI coach.	Direct Instruction	Tier 2	Implement	08/23/2017	06/06/2018	\$26000	Administration, Literacy Coach, JCISD Literacy Personnel.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Immersion	Teachers and students will actively use tech tools and appropriate software that will effectively improve math learning and achievement. Examples: Moby Max Illuminations iPad Apps Everyday Math Zearn	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 staff, administration, Tech steering committee, JCISD Technology Consultants , Sarah Sherwood Educational Technology Consultant
Technology Immersion	Teachers and students will actively use tech tools and appropriate software that will effectively improve learning and achievement. Some examples are: * iPad Apps * Reading A-Z * Moby Max * Star Fall * Raz Kids Many Other Web Sites Google EBLI F & P Read Works Readwritethink.org EPIC	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 Staff, administration, technology steering committee, JCISD technology consultants .

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Progress Monitoring	K-5 teachers will work with low achieving students using best practices related to Tier 1, 2 and 3 instruction. Monthly grade level meetings will occur and data will be used to evaluate progress and adjust instruction. NWEA will be administered 3 times a year 2017-18 Moby Max Math Assessment Data will be used.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$20000	JCISD Math Support, K-5 staff and administration.
Progress Monitoring	Grades K-5 will continue learning how to monitor and evaluate progress using Fountas & Pinnell Benchmark Assessment Kits & NWEA Assessment with fidelity. Benchmark will occur 3 times a year (Sept., Jan., May). Benchmarking Weekly Data Reviews PLC	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 staff, administration, Literacy Coach, F&P Consultants

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Once a week grade level meetings will occur to look at data, build professional learning, adjust curriculum and focus instruction. Once a month grade level teams will meet with the RTI Coach and Administration to discuss student growth.	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	Principals, Literacy Coaches, JCISD personnel, K-5 teachers.
Progress Monitoring	Administration and K-5 teachers will utilize building level online assessments to determine areas of weaknesses in math standards. Data from M-Step, Moby Max, NWEA and other teacher created assessments. Student data will be reviewed at month grade level data meetings. The data will be used to target interventions and differentiate instruction.	Technology	Tier 1	Monitor	08/23/2017	06/06/2018	\$300	K-5 teachers and administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writers Workshop	Through writers workshop teachers will increase the amount of conferencing with students so as to improve students writing and provide focus areas for instruction whole group and small group. Students and teachers will create individual writing goals.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 Teachers, Rti Coach, Administration
Writing Assessment	Writing assessments will be collected each trimester and data will be collected, entered into Illuminate and shared with students, grade level teams at monthly data reviews and administration. Students will write a narrative piece of their choice and the narrative writing rubric (based on Common Core Writing Standards) will be used to score. Based on assessment results students with the help from the teacher will set goals for improvement.	Academic Support Program	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 Teachers, Administration and Rti Coordinator
Monthly Grade Level Meetings	Teachers will collaborate as they study the math progress monitoring data from the building level assessments. They will identify the standards for deeper instruction related to weaknesses in student performance data. Teachers will use common core to develop assessments and scope and sequence.	Professional Learning	Tier 1	Implement	08/23/2017	06/06/2018	\$0	K-5 teachers, administration.
Assessment	NWEA 3 Times Yearly Grades 3-5 K-2 will use teacher created assessments. 2016-2017 School Year	Other	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All staff K-5.
Lesson Planning	All staff K-5 including specials teachers will engage in specific reading activities related to charts and graph interpretation.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All staff K-5, Specials Staff, Principals, SI Team
Science Units Aligned with Michigan Science Standards	Grade level teams will create science units and assessments based on Michigan Science Standards (MSS) using researched based materials, STEM units from Jackson County ISD, Mystery Science and other resources.	Curriculum Development	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All staff K-5 Administration
Vocabulary	All staff will post common vocabulary based on Social Studies GLCE'S and refer to them on a regular basis	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All staff K-5, Administration
Lesson Planning	Incorporate into lesson plans the opportunity for students to practice applying science reasoning skills using the scientific method and common vocabulary.	Direct Instruction	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All staff K-5

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Professional Learning Community	Identify gaps in current curriculum. Research programs and support to improve instruction. Develop pacing guides to ensure all content is being covered.	Professional Learning, Curriculum Development, Teacher Collaboration		Implement	08/23/2017	06/06/2018	\$0	All staff K-5, Social Studies Committee, Administration
Technology Based Learning - STEM Class	All students K-5 will be provided STEM opportunities weekly while incorporating MSS. Students will use technology to show proof of learning connections.	Technology	Tier 1	Implement	08/23/2017	06/06/2018	\$0	All K-5 Staff, Administration, ISD Tech. T.C.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers Workshop	Grades K-5 teachers will learn best practices regarding Writing Workshop, Writing Process and EBLI Writing Strategies K-2. Implementation is the goal.	Professional Learning	Tier 1		08/23/2017	06/06/2018	\$0	K-5 staff, administration, Literacy Coach
Writers Workshop	K-5 teacher training for classroom set up and management to enhance instruction.	Professional Learning	Tier 1		08/23/2017	06/06/2018	\$0	K-5 staff, administration, Literacy Coach