



School Improvement Plan

Centreville Elementary School

Centreville Public 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	We have chosen to continue with current plan and goals (updated for 17.18 School year). 17.18 School Improvement Plan is included in Assist.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our team gathered multiple forms of data (perception, assessment and diagnostic) from a variety of sources to analyze the effectiveness of our school. We surveyed parents, community, staff, and students in perception data. As a staff we completed the Staff Survey which was a modified version provided by advanc-ed. The school improvement team analyzed the results of both the staff survey and the results of the SSR. Parent and students survey data was compared to the data from the last two years.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement:

What was examined: M-STEP, Dibels Next, STAR (Early Literacy, Reading and Math), and classroom assessment data. Dibels and STAR are the primary assessment tools used to determine students' overall readiness skills reading and ELA standards. We used STAR math, Moby Max, and Eureka math assessments to monitor students' understanding of the math standards. Classroom assessments and assessments from BCAMSC kits for Social Studies and Science. Student data is used to determine students for intervention and monitor their progress. We used STAR reading, math, and Dibels next as benchmark tools 3 times a year and also as progress monitoring tools.

Results:

READING: M-STEP data for the last 2 years, based upon preliminary data, is showing an ELA increase from 39% to 50% as a 3rd-6th grade average. As a school-wide average, STAR Reading showed an increase from 2016 46% on grade level to 55% on grade level in 2017 and Dibels maintained a 68% benchmark status. Overall we saw an 8-10% increase in Reading/ELA Achievement data.

Conclusions drawn from READING:

We are contributing the increase due to 2nd year in a new Reading Series (Reading Street). We are expecting to continue to see growth as we are participating in ISD provided Literacy Network for K-3 teachers. We also spent PLC time learning Reading Routines which we will revisit in the fall.

WRITING: We do not have valid writing data to report, as M-STEP integrates writing into the ELA score. 2016 writing data in the ELA assessment was not positive. This year, we aligned our rubrics and writing prompts. We pre/post assessed students in the genres and increased our focus in writing within Reading Street. We look forward to seeing results when the M-STEP 2017 results are released.

MATH: Mathematics: We are showing positive growth in mathematics for the 2nd year in a row. M-STEP in 2016 was 38% (3rd-6th grade average) and this year's preliminary data is 49%. STAR Math is also showing an increase. In the 16-17 school year, 60% of the 1st-6th grade students were on grade level. In 2017, our students were 70% on grade level. Average growth is increase of 1.3 GE in a year's time for the past two years.

Conclusions drawn from MATH: In the 14-15 school year, we piloted the Eureka curriculum. In the first year, we had many growing pains for students and teachers. However, over the past 2 years we are seeing positive data (1.3 GE increase in STAR math) and all grade levels showing an increase on M-STEP based on preliminary scores. We feel strongly in the rigor of the program and specifically the multi-step problem solving and depth of knowledge. We will continue with the implementation and build in our confidence. We will continue to strengthen our MTSS in all grades levels.

SCIENCE: We were scoring above the state and had second highest scores in county. We know the cut score is very high for students to pass, but we have far too many students in Level 1. Preliminary scores do not show a strong proficiency score. We have many sitting within the margin of proficiency there fore, we believe our students have basic science knowledge but need more practice in applying the knowledge.

Science scores stayed consistent, based upon the M-STEP with 11-15%of the students being considered proficient. The score is not one to be proud of but has been higher than the state average and top in our county. Maybe MDE needs to look at the test and/or cut score percentage.

SOCIAL STUDIES: SS had maintained levels of proficiency at 33% on 2013 MEAP which is higher than county and state averages. 2015 and 2016 M-STEP scores reported approximately 20% proficiency. Again, data shows the students have strong basic social studies knowledge but need more practice in application, interpretation and other high levels of learning.

Conclusions drawn from Science and SS Data: We know the cut score is very high for students to pass the science and social studies, however we have far too many students in Level 1. Because of fairly high reading data, we must conclude that reading of the test is not the issue, but exposure to higher level learning and application of science knowledge is needed to prepare for Next Generation Science which we are addressing through the changes in the BCMSC kits in upper elementary. In Social Studies, reading the test also does not appear to be the obstacle, but students being able to critically read maps and draw conclusions need to be strengthened. We will continue and strengthen our work in SS with ISD consultant to align curriculum vertically, increase higher order thinking, and strengthen vocabulary instruction.

We continue to conclude that in all content areas, we need to continue to focus on implementing new curriculum, aligning and pacing to meet the standards, improve classroom instruction to differentiate to the different learning styles, and focus on not only higher level assessments but using assessment data to inform us on the effectiveness of our instruction. After carefully looking at individual data, we noted that we are supporting our low achieving students (as they show more growth), but our higher level learners do not show significant growth in regards to M-STEP achievement data. We need to address our bottom 30% more intensively. We need to offer a multi-tiered approach to support low learners with intervention, reinforce benchmark students, and extend learning for advanced learners.

As reported by MDE, Centreville Elementary had met last 5 Years of AYP status. The 14-15 school report card stated our school met AYP requirements in all subjects for ALL students with a Green Status. Since the M-STEP, we are reporting a lime color due to Bottom 30%.

SSR and Staff Perception Data:

We combined the results of the two tools as results were consistent. Carefully considering the expectations in the SSR and it's increased rigor, our staff rated Shared Leadership, Family and Community and communication of learning as our highest strands and standards. Curriculum alignment, instruction, school leadership, and assessment as a data driven culture were areas of strength. Areas of curriculum alignment and professional development sharing and communication among grade levels and other staff were strengths. Though the district

has built in early release times throughout the school year to allow collaboration between grade levels, between general education, special education, and Title 1 staff, the need for more time to work towards more consistency in grading practices (Standards Based Grading).

Demographic Data: Utilizing MEAP data, we did not have gaps in our demographic data. Our males/females and economically disadvantaged/non academically disadvantaged performed very similarly. We did not have many ethnic students and our special education population is too small to be a focus group which is why our goals state addressing the needs of ALL students. M-STEP 2015 and 2016 exposed discrepancies in regards to males/females and economically disadvantaged/non academically disadvantaged in our math and reading data. However, they weren't consistent from grade to grade. Therefore, this is an area we are closely monitoring in our state assessment data along with how our bottom 30% in performing.

Centreville Elementary has maintained a high rate of attendance years ranging from 95-98%.

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

The goals of the school are to educate and meet the academic, social and emotional needs of ALL students. All goals address a multi-tiered system of support. All goals also focus on differentiation, high level of learning and an increase in rigorous instruction and assessments. Underneath all goals within each objective multiple types of data are taken into account including state and local data (Dibels Next, STAR (Early Literacy, Reading and Math), Moby Max, common classroom assessments, writing rubrics).

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?

The school improvement plan goals are written to address the needs of ALL students as our overlying initiative is to establish a strong multi-tiered system of support that offers ALL students intervention, reinforcement, and/or enrichment based upon their level of need. The system supports the idea that all students receive instruction to meet their instructional need without interfering with core instruction.

Component 2: Schoolwide Reform Strategies

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

All GOALS in the school improvement plan are academic goals that are written to increase student achievement on state and local assessments. All strategies and activities within goals are directly aligned to meeting goal objectives and improving student achievement.

Specific strategies outlined in plan are as follows:

In Mathematics:

Assessment:

A standardized benchmark assessment (STAR Math, Moby Max) will continue to be utilized to determine the strengths and weaknesses of all students. Proficiency scales included in the Eureka/Engage NY will be utilized to determine the level of understanding of Michigan standards and content for all students to further support their instructional needs as enrichment, reinforcement, and intervention.

Curriculum Alignment:

Teachers will continue to implement Eureka math curriculum in grades K-6 offering a scope and sequence, vertical alignment, and common vocabulary.

Instruction:

Teachers will use instructional strategies (mathematical discourse, vocabulary, technology, and writing) to improve mathematics instruction. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students. Teachers will have the guidance and input from a math instructional coach.

In Reading:

Assessment:

Teachers will implement and utilize universal and diagnostic screeners to target all students for multi-tiered levels of support. In addition, staff will utilize the various assessments offered in Reading Street (cold reads, on line, technology enhanced, skills, etc.). It will take time for us to determine the appropriate balance of the assessments offered and which assessment gives most information on which pillar of literacy. A future goal will be to incorporate a scale approach to assessments in Reading Street.

Curriculum:

Teachers will implement Reading Street K-6.

Instruction:

Teachers will use instructional strategies (vocabulary, technology, and writing strategies) to improve reading instruction. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students. Title 1 and SE students will utilize Reading Mastery, Corrective Reading, direct instruction/guided reading, Reading Street, PALS, Rewards, etc. as instructional tools. We will also have designated literacy leaders who will be trained by ISD to guide PLC teams in the essentials of literacy. K-5 teachers will participate in county Literacy Network.

In Science:

Assessments:

Teachers will implement and utilize authentic, common, standards-based science assessments within grade levels.

Curriculum Alignment:

Teachers will align curriculum with NGSS by aligning current curriculum, as well as, additional aligned curriculum resources. 3rd-6th will rely SY 2017-2018

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on the increased use of the BCMSC kits as alignment to the NGSS. Teachers are receiving instruction on Next Generation Science in a four day series at the ISD. PLTW will also be expanded in the building.

Instructional Strategies:

Teachers will use instructional strategies (vocabulary, technology, writing within science,) to improve science instruction. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students. Teachers will have the guidance and input from an instructional coach.

In Social Studies:

Assessment:

Teachers will develop common standard-based assessments that are aligned with Michigan standards. We will continue to work with ISD consultant to build assessments and develop a more structured vertical alignment. In addition Marzano's 4.0 proficiency scales will be developed as preparation for SBG.

Curriculum Alignment:

Teachers will work to align curriculum to Michigan standards and Michigan Citizenship Curriculum, and local text resources to create a guaranteed, viable, and vertically aligned curriculum. The curriculum will be sequenced and organized into curriculum maps which will direct instruction and improve student achievement.

Instruction:

Teachers will receive professional development in best practices, including vocabulary instruction, technology and writing in social studies. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students. Teachers will have the guidance and input from an instructional coach.

In Writing:

Assessment:

Teachers will implement CCSS aligned rubrics that assess student achievement in writing. The rubrics are written in a 4.0 measure. Data from the rubrics will guide the writing curriculum and instructional strategies to meet the individual needs of all students (enrichment, reinforcement and intervention).

Curriculum:

Teachers will work to coordinate existing initiatives and resources available in Reading Street to support and align a cohesive writing curriculum that aligns to the Common Core.

Instruction:

Teachers will revisit and utilize research-based instructional strategies such as common graphic organizers, technology, and identification of key vocabulary to support writing instruction. Teachers will have the guidance and input from an instructional coach.

Teachers will continue to utilize skills and resources learned through TRIG training and shared among staff (Google Classroom), resources available through Pearson, and more devices to incorporate more use of technology in the classroom.

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).

To explain our approach at ensuring the academic achievement of all students and to close the achievement gap of at-risk students by

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increasing quality and quantity of instruction, we will explain our comprehensive, research-based concept/program that our staff and school improvement team is working towards implementing with fidelity. Our program entails a focus on instruction, curriculum and assessment, as well as, how to respond when students don't learn at same rate and with same strategies as the majority.

We are continuing to work at improving our instruction and aligning our curriculum.

For three years, our staff was trained in Marzano's Vocabulary Strategies and the effectiveness of Learning Goals vs. Targets to improve student achievement by initial training and continuing to review and reinforce expectations. All staff have written learning goals that are aligned with the Michigan Standards and have posted goals in the classroom, in newsletters and on their class DOJO story. Staff has spent a significant amount of time with instructional coaches to improve Tier 1 instruction. They have also worked with consultants to clarify expectations in assessments, desegregate assessment data, and plan reteaching.

We will continue to revisit these strategies.

Staff is continuing to work as a team and with ISD and regional instructional leaders to improve and monitor instruction and assessments. We have implemented both Eureka for math and Reading Street for ELA, as well as, My Sidewalks for tier 3 instruction. Science kits are being implemented in grades 3-6 and Mystery Science in grades K-2.

Teachers are meeting with ISD consultant to pace the curricular and document alignment to essential standards working towards a standards based report card. To ensure authentic, appropriate, and aligned assessments for all students, school team leaders have been trained in the reviewing of data and analysis of assessments. In previous years, grade levels team leaders were trained in the implementation of Robert Marzano's 4.0 Scale to all standards, as well as, standards-based grading and reporting. This year we will receive further training and support as we continue our journey toward SBG.

Our school and county are working intensively to be pro-active with the 3rd Grade Reading bill. All K-3 teachers have participated in the Literacy Network which has focused on the teachings of the 10 Essential Literacy Practices. 2 Teachers are Literacy Leaders to support their teaching partners.

All staff has been trained in the implementation and use of benchmark, state and classroom assessments. All students are assessed using a variety of data (Dibels, STAR (Reading/Math/Early Literacy, Moby Max, M-STEP, and classroom assessments). Teachers are utilizing the student data by dis-aggregating the data to meet the individual needs of the students during our MTSS school wide approach.

School improvement team and other grade level leaders have had up to training in implementing and "simplifying" the Rtl process by Mike Mattos, author of "Simplifying the Rtl Process" and "Implementation of the Rtl Process". In our Title 1 and SE programs we are utilizing Reading Mastery, Corrective Reading, Number Worlds, Rode to the Code, PALS, Rewards, etc. to support at-risk students.

We believe our commitment to increasing our quality of instruction and assessments while offering more quantity of instruction to those struggling students, we will continue to increase student achievement.

Research to support reform strategies and methods above and in previous question are as follows:

Pyramid Response to Rtl, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying Rtl: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin

Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach Training in Aug. 2010)

Essential Instructional Practices in Early Literacy and Essential School-Wide and Center-Wide Practices in Literacy (geln, a MAISA

Collaborative publication, 2016)

Formative Assessment and Standards Based Grading from Robert Marzano (2009)

15 Fixes for Broken Grades, Ken O'Connor (2007)

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

All the reform strategies align with comprehensive needs assessment. Curriculum alignment to CCSS is essential to teaching the expectations and meeting the need of improvement of proficiency. Learning goals/targets, Differentiation, High Level Thinking strategies, vocabulary instruction, and 2 new curricula has helped us deliver specific content to all students. It has helped us bridge the gap with the students who don't come with the same knowledge base as others. Differentiation is addressed in the classroom and in MTSS to meet the needs of the learner at their level. Our intent is to offer the intensive and strategic student the extra practice necessary to meet the standards while we extend the learning of the benchmark students. As we use programs that are already developed and we are not trying to develop assessments ourselves, knowing how to use the data is critical.

Aligning our assessments to the standards has helped us look critically at the standards to determine the intended independent level of understanding. As we align our assessments for SBG, incorporate technology, differentiate our teaching and improve our engagement strategies, our achievement will grow.

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.

Students who are in need of interventions are identified with the use of screening data (Dibels, STAR (reading, math, early literacy) and Eureka exit tickets) as well as classroom assessments, including exit slips. Exit slips are aligned to CCSS. The data is dis-aggregated to determine the level of intervention (time) needed and the appropriate instruction. Instruction is determined whether it is a differentiated approach to core curriculum or a more intensive scripted program such as My Sidewalks, Read Naturally, Corrective Reading, Reading Mastery, PALS, Rewardsetc. The strategies that are directed toward supportive personnel address those teacher's of expertise support those of highest need. State assessment data is taken into consideration and is used in the form of planning of targeted reviews. However, state assessment data is too summative and is not helpful in identifying the immediate instructional needs of the students.

Reading Interventions

My Sidewalks

Reading A-Z

Read Naturally

Guided Reading

Corrective Reading

Phonic Rewiring

Road to Coad

Reading Mastery

Rewards

Brain Speed - fluency in sight words

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Math Interventions

Moby Max

Eureka/Engage NY resources

Everyday Math Materials

On Core

Teacher materials developed based on data results of student needs on standards

Zearn

Science:

Mystery Science

BCMCS supplements

Moby Max

Social Studies:

Classroom Supplements

Moby Max

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

The use of student data is used to progress monitor student growth and determine whether the instruction has been successful and whether more or less support is needed. Local assessments, including summative and formative, aide us in determining the success of Tier 1 and Tier 2 support. Dibels, STAR (Reading/Math/Early Literacy), Mobly Max, progress on IEP goals, etc. determine the success of Tier 3 students and Tier 2, as appropriate. Data is desegregated and instructional staff use PLC time and weekly Rtl collaboration time to discuss student needs and determine intervention and instruction.

Many forms of assessment are used to determine if students needs are being met. Teachers use standardized assessments that are aligned to CCSS, Unit assessments, exit slips, and teacher observation. In K-2 teachers weekly progress monitor their students through the assessments that were listed above. This helps monitor and keep students in the correct RTI class. Grade levels 3-6 progress monitor twice a month. All grade levels meet bi-weekly with title one to analyze students placement and needs for the following week.

Component 3: Instruction by Highly Qualified Staff

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

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 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?

For the 2014-2015 school four teachers were laid off due to budget cuts. Two teachers moved grade levels due to highly qualifications, all grade levels except one was effected by change in staff or subject area. For the 15-16 school year, two teachers retired and will need to be replaced. 16-17 school year was the first in many without any staff changes. 17-18, will bring us a new PE/Health teacher and a new kindergarten teacher. The rest of the staff will remain the same.

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

Centreville Elementary has 22 instructional staff members.

2 Teachers have 0-4 years of experience (8%)

7 Teachers have 5-10 years of experience (29%)

5 Teachers have 11-15 years of experience (20%)

6 Teachers have 16-20 years of experience (25%)

4 Teachers have 20+ years of experience (16%)

** All the teachers with less than 4 years of experience have mentors who support them in the implementation of the strategies and activities in the School Improvement Plan.

Title 1 teacher has 20+ years in teaching and all 5 mentor teachers have at minimum 10+ years of experience. These teachers are essential guiding leaders in our building. Administrator has 20+ years in education.

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

Our building has a reputation of having a positive school culture with students and staff. Our student achievement is one of the highest in our area. We have high expectations for behavior and academics. Evidence is among our families, as we are the number one school of choice school in our county and number two in southwest Michigan. We are a school that is chosen by substitute teachers and teaching candidates because of our culture.

District Level: Mentor Teachers are paid stipend positions by district, and tuition reimbursement is offered for first 18 required credit hours for professional certificate.

School Level: New Teacher Mentor Program provides the support for new teacher's to build confidence and

success in their teaching.

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

District Level: Mentor Teachers are paid stipend positions by district, and tuition reimbursement is offered for first 18 required credit hours for professional certificate.

School Level: New Teacher Mentor Program provides the support for new teacher's to build confidence and success in their teaching.

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?

We have a low turn over rate because we are fortunate to have staff dedicated not only to teaching, but to our district and community. Most of the new teachers were due to retirements. We were fortunate to hire teachers with experience to fill some of the retirement vacancies. The new hires with multiple years of teaching experience have been essential in supporting the knowledge of curriculum, instruction and assessment in the school improvement process.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The following is a list of professional development that the staff has received over the last 3 years that are outlined in CNA and goals:

All teachers completed the TRIG program
Literacy Leader Network
Literacy Network (K-5 Teachers)
Increase Student Engagement (K. Kryza)
Higher Level Learning and Differentiation (K.Kryza)
BCMCS kits
Reading Street
PALS and Rewards (Title 1 and SE)
Engage NY/Eureka
Illumination Data Warehouse
Growth Mindset, Carol Dweck (informal training by own SIP members)
Read Naturally
Understanding Poverty (Ruby Payne): supporting Parent Communication
Marzano Standards Based Grading, including 4.0 scales
Curriculum Alignment
Use of Technology in the classroom
Dibels Next implementation and utilizing data
Marzano 6 step vocabulary instruction
Marzano Learning Goals
Cognitive Coaching (administrators and teacher leaders)

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

Professional Development is reinforced and sustained by revisiting strategies in staff meetings and during PLC time. Each staff meeting a team is asked to share a strategy or initiative that they are implementing with success.

We have outlined the professional development and how each is being sustained:

Literacy Network (K-3 teachers, on-going with ISD Literacy coach)
Reading Street (3-4 1/2 days of training and through PLCs) and ISD consultant
Eureka: through PLCs and math instructional coach
Differentiation: Kathleen Kryza (sustained through staff meetings)
Growth Mindset (staff meeting share outs)
Understanding PLCs (SIP team meetings)
Standards Based Grading (Consultant)
Curriculum Alignment (Staff continues to receive release time, PD through local ISDs and assessment building in county as needed)

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Use of Technology in the Classroom (Google Classroom, Zearn, Mystery Science, Moby Max, Brain Pop (staff support one another and share at PLC/Staff meetings)

Understanding CCSS and instruction (Reading/Literacy - support from ISD Literacy Coach/Math through KRESA Math Coach)

NGSS (BCAMSC kit training and 4 day series through the ISD)

**Continual process that staff will be given time and support to attend as opportunities occur in the area.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents played a key role in the development of this plan/policy as members of the school and district school improvement teams. As part of the plan, we utilize parent survey for school wide effectiveness. Parents are surveyed throughout the year in Title 1, Family Nights, Centreville Parent Survey, and through our Summer School participation. We will continue to utilize parent feedback and suggestions in order to update and improve our programs.

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

Parents are involved in the program implementation through Curriculum Coordinating Council, parent Title 1 meetings, and School Improvement Team and Parent Advisory Committee meetings. Teachers communicate through websites, Class Dojo, emails, planners, newsletters, and phone calls to notify parents of student achievement data and of important events. In the past, our Title 1 team held a meeting for all parents within the first month of school. The purpose of the meeting was to introduce staff, share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved. However, we had very low attendance. Therefore we have changed our approach by adding Family Fun Nights: one focusing on reading and another on math. During the family nights, our parents are engaged in activities to encourage their role in educating their child and also activities that explain our plan and Title 1 program. This year we are adding 3 Family Nights during the summer, which also includes a book exchange/give away to keep the school to home connection.

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

Parents are provided opportunities to offer suggestions regularly to meet the educational needs of their children. These opportunities include parent surveys, parent participation in Curriculum Council, School Improvement team, PAC meetings, parent-teacher conferences, and Parent Advisory Committee meetings. Parents are given opportunities to provide feedback, so we can modify programs as needed.

Parents are invited to attend Title 1 sponsored events, such as: Math and Reading Nights, Summer Family Nights, All Pro Dads Breakfast. During these events we survey our parents in regards to the effectiveness of the programs and ask what more we can do to support them and their children.

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).

118(e)(1) Building Capacity for Involvement:

Centreville Elementary will provide information to parents regarding the state and local level academic student data and assessments. We will provide assistance to parents to understand content standards, assessments, Title 1 programming, monitoring child's progress and how to work with educators through parent activity nights including workshops.

Centreville Elementary School will provide the following opportunities to ensure that parents are informed about academic standards and assessments:

Parent-Teacher Conferences; Parent copy of Common Core Standards; ELPA results for English Language Learners sent to parents; MSTEP results sent to parents; Informational Parent Nights; and Local assessment information shared with parents three times a year (at minimum) through simplified Student Data Sheets. Students receiving additional assistance will be progress monitored on a monthly or bi-monthly basis, depending on student need. Letters will be sent when students are assigned into MTSS groups periodically.

Title I Teacher is available at conferences to provide information.

Kindergarten Round Up/Discovery Days/Preschool Meeting: Staff share kindergarten expectations and provide all parents with examples of at-home activities. Results of kindergarten screening individually reported to all parents.

1118 (e) (2): Provide materials and training to parents:

Centreville Elementary School will provide materials and training for parents as follows:

Kindergarten Round Up

Kindergarten Orientation

Parent Workshops/Parent Resource Committee

Parent Curriculum

Take home reading program

Lists of community resources and assistance in accessing these resources, as needed (211)

Summer Library Program

PowerSchool (provides 3rd - 6th grade parents information regarding their child's attendance and academic progress)

1118 (e)(3): Training for School Staff

Centreville Elementary School values and respects parent involvement in the school community. Parents are always the first point of contact when situations occur that involve students or the welfare of the entire school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. Teachers will receive training on how to utilize district website to post classroom newsletters and add materials and resources to the website.

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

Centreville Elementary School will work to coordinate programs to ensure success for all through the following activities:

Early On play groups

Great Start Readiness Program

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

PAC

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Preschool Visit

Collaborate with local churches and community at back to school events: Book bags

1118(e)(5) Provide Information in a format that is Understandable to Parents:

Centreville Elementary school will provide the following to ensure that all parents are informed in a timely and user-friendly manner:

Weekly Take-Home Folders

School/classroom/district newsletters available in hard copy, by email and on website.

Class Dojo app

Bilingual interpreter, as needed, through community agencies

Accommodations for deaf parents.

1118(e)(14) Provide support for parental involvement at their request

Centreville Elementary School will make every effort to support our parents and make sure their needs are met and make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement.

1118(f) Accessibility for Disabled Parents

Centreville Elementary School will provide the following to ensure that parent involvement activities are accessible to all parents:

Flexible meeting times

Handicapped accessible facilities

Home visits

Phone conferences

school/classroom/district newsletter

Accommodations for deaf parents

Collaboration with community agencies

Transportation assistance

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

As stated earlier, parents will be provided opportunities to offer suggestions regularly as needed to meet the educational needs of their children. These opportunities include parent surveys, parent participation in Curriculum Council, School Improvement team, PAC meetings, parent-teacher conferences, and Parent Advisory Committee meetings. Parents will be given opportunities to provide feedback, so we can modify program as needed.

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

Information and data (perception, student achievement, demographic, financial) is shared with school improvement team to address

concerns and suggestions to be addressed in plan through goals, strategies and activities. This information is shared with all staff to gather further ideas on how to address needs/suggestions.

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

Centreville Elementary has jointly developed a compact that outlines how staff, parents, and students will share the responsibility of improving student achievement and will build a partnership that achieves the common core standards with the School Improvement and Curriculum Council Team that have parent members.

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

The compact is given to parents at parent/teacher conferences and mailed home to those not in attendance. At parent/teacher conferences, parents agree to components by checking boxes of agreement. If parents don't agree or want to make modifications this is done at this time and documented on the compact.

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

The School-Parent Compact was shared with middle school/High School building during a curriculum council meeting to determine the most effective way to share the compact and its effectiveness in the K-6 building.

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

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

Centreville Elementary provides assessment and academic results to parents in a variety of methods. At parent teacher conferences, Dibels, STAR (Reading, Early Literacy and Math) and data from local assessments are explained to parents, as well as, their child's progress towards meeting the benchmark goals. K-2 have standards based report cards aligned to Michigan standards. We mail the parent state assessment reports home. Dibels and STAR benchmark assessment information is sent with report cards 2 times a year. Academic and classroom assessment information is available on a daily basis through our PowerSchool program. A foreign language teacher and bi-lingual aide are also available for non-English speaking parents. Accommodations for parents are made as needed.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our preschool program is a participant of the Great Start Preschool Program. One requirement of the program is that the teacher completes 2 home visits a year that include a pre and post evaluation. During home visits the teacher shares the child's strengths and weaknesses with the parent. She gives strategies to address areas of identified improvement including materials for parents to support at home.

We have conferences in fall and spring to go over the progress of the child and their readiness skills for kindergarten. We offer a spring parent/preschool child night where parents are encouraged to network with one another and the teacher provides activities that parents can do at home. We host an annual Discovery Day/Kindergarten Round Up with many county agencies targeting all children birth to age 5. The goal of the program is early identification of preschool children with needs and also to enroll in our GSRP and Kindergarten programs.

We screen all exiting preschool students with the KDI, kindergarten readiness test, to assess their abilities but also assess the effectiveness of our program. Parents are contacted after the data has been compiled and shares the findings as well as offers suggestions for parents to work with their child over the summer.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

During the fall and spring home visit/parent teacher conferences the preschool teacher gives resources and strategies to parents to help their children continue to strengthen skills in preparation of kindergarten. All incoming K students are screened for kindergarten readiness. A resource book is given to all parents with activities for parents to do with their child over the summer in preparation for kindergarten. Parents are contacted outlining the strengths and weaknesses of their child observed during screening and offers suggestions to help their child.

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?

As mentioned previously, teachers (Title 1, special ed., and general ed.) use several different assessment tools to guide whole class instruction, as well as, small group; target students for intervention; and progress monitor effectiveness.

In Reading, Dibels Next and STAR are utilized three times a year to assess all students to determine benchmark status and multiple point in between to progress monitor intensive students. In addition, K-2 teachers assess often using one minute reads to track student growth. All teachers (gen. ed, special ed., and Title 1), use the data to quadrant out their students. The purpose of the quadrants is to target the instruction for interventions: fluent and accurate; fluent not accurate; comprehension; not fluent and not accurate. The students are then placed in appropriate intervention or enrichment groups for multi-tiered support. The assessment data is also used to inform teachers of core instructional needs. Teachers meet in PLC groups monthly and with Title 1 staff bi-weekly to assess the data (benchmark or progress monitoring) to adjust core curriculum and instruction or interventions.

In Math, We assess students at least 3 times a year with STAR math, but use exit slips and mid- and end of year assessments from Eureka math and Moby Max to provide student intervention support. Students below grade level and/or not meeting the 80% in a standard that is not a core issue are receiving intervention and is being progress monitored on a biweekly basis. All teachers (gen. ed, special ed. and title staff) evaluate and adjust their instruction in core and/or intervention to meet the needs of the students.

In Science and Social Studies, local assessment data is used to determine level of support for the students.

In Writing, we have begun to use common rubrics and writing prompts to assess students two to three times a year. We revised rubrics for narrative, informative and persuasive writing. Because writing M-STEP scores were low, much of data will be used to inform and address needs for all students in core instruction.

Additional information about assessments:

In Aug. 2011 and 2012, we attended the first of many training as part of a county wide effort sponsored by our ISD to change our grading and reporting practices to that of standards-based. The Marzano group presented to staff members from each grade level to help them understand the new method of grading and reporting. We began by developing Nonacademic Standards and separating those from academic expectations. We learned how to align learning goals to scales that are aligned to the standards. Nonacademic standards have been implemented and adjusted based upon staff and parent feedback. This year we will be revisiting the training and work towards K-6 standards based report cards. Eureka math has assessments that are written to a 4.0 scale. Reading assessments from Reading Street will need to be converted and will be a task this school year with ISD consultant. We are revisiting the initiative this year moving towards Standards Based Grading.

Classroom assessments are used as well as part of the decision making process above and as our assessments grow in rigor and alignment to the CCSS they will be more valuable in the decision making process.

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

All teachers use PLC/release time and common planning to meet with Title 1 staff (staff consists of title 2 teachers and 2 aides) and administration to dissect classroom assessment, Dibels Next, and STAR data; select students targeted for need; and determine the appropriate intervention and/or modify core instruction. Staff meetings and professional development are also utilized for administration to present local and state level student achievement data to all staff. All teaching staff have access to Dibels Next, STAR data, as well as, state assessment data in Golden Package (though M-STEP data has not been as user friendly). The staff is given release time to dissect data further and determine whole group, small group, and individual instructional and intervention 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.

We utilize Dibels, STAR, and local common assessments for reading; local common writing rubrics aligned to CC and Reading Street resources in writing; STAR Math, Moby Max, exit slips and mid/end of module assessments are utilized in math; and common assessments are utilized in science and social studies.

Local, state, and classroom assessment data, as well as, teacher recommendations are utilized to target students for interventions. All content areas are considered as outlined below:

Reading: Strategic and Intensive students are determined by Dibels Next screener and the recommended cut scores; students 2-3 levels below recommended grade levels (K-1); students scoring 1.5 or more grade levels below as determined by STAR (including Early Literacy); and students scoring below 75% on local assessments that are aligned to Michigan standards are targeted for interventions. When utilizing the Marzano 4.0 scales, students scoring 2.5 or below are also given support through interventions in the classroom, through Title 1 or special education.

Writing: As we begin to use the locally developed writing prompts and rubrics, students scoring less than a 3 in any category are selected for intervention. Students scoring below 75% on local assessments that are aligned to adopted CCSS are targeted for interventions. When utilizing the Marzano 4.0 scales, students scoring 2.5 or below are also given support through interventions in the classroom, through Title 1 or special education.

Math: We utilize STAR math, Moby Max and exit slips to identify students in need of interventions. These students are selected by whether they are scoring 33% or more below their peers. If any standards is not at an 80% the intervention is given within the core instruction. In addition, students scoring below 75% on local assessments that are aligned to adopted Michigan standards are targeted for interventions. When utilizing the Marzano 4.0 scales, students scoring 2.5 or below are also given support through interventions in the classroom, through Title 1 or special education.

Science: Students scoring below 75% on local assessments that are aligned to Michigan standards/NGSS are targeted for interventions. When utilizing the Marzano 4.0 scales, students scoring 2.5 or below are also given support through interventions in the classroom, through Title 1 or special education.

Social Studies: Students scoring below 75% on local assessments that are aligned to Michigan standards adopted are targeted for interventions. When utilizing the Marzano 4.0 scales, students scoring 2.5 or below are also given support through interventions in the classroom, through Title 1 or special education.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Below is a breakout of data and interventions used for each content area:

Reading: All students in grades K- 6 are assessed through Dibels Next and STAR. We also utilize assessments available through Reading Street. Results are used to place students in appropriate multi-tiered assistance. Interventions include: In-class support from Title I, Title I Corrective Reading and Reading Mastery, PALS, Rewards, My Sidewalks, Guided Reading, Comprehension & Vocabulary Strategies, and 6-Minute Solution. Students are progress-monitored at minimum every four weeks (Tier 3 students weekly or bimonthly) to assess the effectiveness of the intervention and to alter the nature of the support, as needed. During this intervention time, students also receive extended learning opportunities to increase their level of proficiency.

Writing: All students in grades K- 6 are assessed through common grade level rubrics. Rubrics are written as a 4.0 proficiency. Results from tools (district rubrics and Reading Street rubrics and assessments) are used to place students in appropriate multi-tiered assistance. Interventions include: small group instruction, simplified graphic organizers, and modified writing tools. Students are monitored to assess the effectiveness of the support.

Math: All students in grades K- 6 are assessed through STAR math, Moby Max, and classroom assessments. Teachers use topic quizzes and mid-module assessments from Eureka math for formative assessments. Results are used to place students in appropriate multi-tiered assistance. Interventions include: In-class support from Title I, Title I small group instruction, Comprehension & Vocabulary Strategies, and Number Worlds intervention resources. Students are progress-monitored at minimum of every four weeks or at end of units of study to assess the effectiveness of the intervention and to alter the nature of the support, as needed. During this intervention time, students also receive extended learning opportunities to increase their level of proficiency. We are utilizing the use of MobyMath for Tier 2 and Tier 3 intervention areas. Zearn is being utilized as a tier 1 reinforcement tool.

Social Studies: All students in grades K- 6 are assessed through classroom assessments and select teachers are also using the Marzano 4-point scales to assess levels of proficiency. Results are used to place students in appropriate multi-tiered assistance. Interventions include: In-class support from Title I and Comprehension & Vocabulary Strategies. Students are progress-monitored during and at end of units of study to assess the effectiveness of the intervention and to alter the nature of the support, as needed. During this intervention time, students also receive extended learning opportunities to increase their level of proficiency.

Science: All students in grades K- 6 are assessed through classroom assessments from BCAMSC kits and select teachers are also using the Marzano 4-point scales to assess levels of proficiency. Results are used to place students in appropriate multi-tiered assistance. Interventions include: In-class support from Title I and Comprehension & Vocabulary Strategies. Students are progress monitored during and at end of units of study to assess the effectiveness of the intervention and to alter the nature of the support, as needed. During this intervention time, students also receive extended learning opportunities to increase their level of proficiency.

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

Our schoolwide focus for the 14.15 and 15-16 school year was on differentiation in core curriculum to increase our Tier 1 instruction. All teachers received training from Kathleen Kyza in Differentiating. Our staff committed to implementing many of her strategies (CORE teams, chat chums, center based learning, learning styles, growth mindset, visual representations, etc.) and we review these strategies through staff

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meeting share outs. The strategies will continue to be utilized and revisited as we implement two new core programs: Eureka Math and Reading Street. Upper elementary science teachers will also implement select Science kits. For the 16-17 school year, we are continuing our focus on Tier 1 instruction, however we are working towards increased accountability through the use of 2 instructional coaches. In 17-18, we are reinforcing our differentiated teaching strategies and engagement strategies through walkthroughs and teacher evaluation tool, as well as, supporting one another through staff meeting share outs.

When referring to multi-tiered assistance, our school is set up for all staff to be a part of the support. During the additional support time (not core instruction), special education, Title 1 staff and general education teachers are all providing the differentiated level of support needed to the individual students. During this time, general education teachers will work on specific strategies as determined by the data with a small group, while title and SE teachers and staff work with other groups or individuals based upon the need. Other general education staff offer reinforcement or extended opportunities for learning at the same time to those students on benchmark or advanced. Student Data is utilized to determine level of support needed. Any student not meeting benchmark on any standard is given additional support and instruction during our multi-tiered level of support that occurs on a daily basis.

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.

Federal:

1. Title 1A
2. Title 2A
3. McKinney Vento (Funds are allocated to ISD for support at local homeless shelter)
4. Child Nutrition by food service director
5. 31A (part time school social worker); resources and materials for economically disadvantaged and homeless

State:

6. GSRP Grant, preschool in our building

Local:

7. District General Fund
8. Parent Advisory Committee
9. Bulldog Walk Fund
10. United Way
11. St. Joseph County Health Department
12. 4H
13. Campus Life/Bible Release sponsored by Baptist Church
14. Firm Foundation Family Support
15. Jr. Pro Athletics
16. All Pro Dads
17. Character Counts
18. CMH
19. Special Education Services through local ISD (speech/lang., OT, PT, ECSE, School Psychologist, School Social Worker)

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.

Federal and State funds will supplement the district and support the school wide initiatives in the plan as listed below. Also, Title 1 A funds will be used at the student level, and Title 2A funds for professional development will enhance the professional development provided by district funds.

Federal:

1. Title 1A (Title 1 program, MTSS, student intervention services, Title 1 Staff)

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2. Title 2A (professional development for instructional staff and administration)
3. McKinney Vento (Funds are allocated to ISD for support at local homeless shelter)
4. Child Nutrition by food service director (breakfast and lunch)
5. Section 31A (part time school social worker); materials and resources for at-risk students

State:

6. GSRP Grant, preschool in our building (early childhood education/pre-school readiness, instructional supplies, food, staff)

Local:

7. District General Fund: student needs supported through instructional and non-instructional staff, academics/arts, instructional supplies
8. United Way
9. St. Joseph County Health Department (hearing/vision/immunizations)
10. 4H
11. Campus Life/Bible Release sponsored by Baptist Church
12. Jr. Pro Athletics (students in 1-6 are given opportunity to play basketball, football, baseball, and/or volleyball)
13. All Pro Dads (dads are invited to bring their children to school once a month before school starts for a breakfast and discussion on importance of dads as parents and encouraging their children)
14. CMH (offer support and strategies for students and families)
15. Special Education Services through local ISD (speech/lang., OT, PT, ECSE, School Psychologist, School Social Worker)
16. Local Churches (providing back packs, meals, Christmas support, home renovations)

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.

K-6 students have access to Children's Concerns Good Touch/Bad Touch program. The district food service director implements the state nutrition standards in planning for breakfast and lunch program. The district actively seeks to identify homeless families to allocate federal and local funds to provide services needed, as well as, work in coordination with ISD and local homeless shelter. The district provides a free preschool for all eligible 4 year olds in the community through GSRP. Parent Advisory Committee provides support to classrooms and students by raising funds for field trips, classroom activities, and school events. New parents are always welcome to participate in PAC activities.

Evaluation:

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

As a building and school improvement team, which includes parents, we use data from the state assessment, Dibels Next, STAR, and classroom assessments to assess the effectiveness of our plan. We also look at perception and demographic data. We analyze gaps in achievement and target areas of growth or decline in achievement to target specific interventions and strategies. We present all data, initiatives, and plans to all staff, district school improvement team, and school board for input and support.

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

The school improvement team determines the effectiveness of our schoolwide programs by looking at the achievement of the students on state and local assessment data. We specifically discuss students who do not meet proficiency and especially those furthest from achieving the standards at Intervention Meetings that occur every 6 weeks. We gather student data from progress monitoring with Dibels Next, MSTEP, Moby Max and STAR (early literacy, reading and math). We utilize Dibels Next, and STAR 3 times a year as tools to monitor the effectiveness of instruction for all students and multiple points throughout the year for progress monitoring. We look for growth and determine what is working and what other strategies or interventions to be utilized.

The use of all above data is embedded in our decision making process and the assessment of the effectiveness of our instruction. We are looking forward to moving towards a standards-based reporting to clarify the skills of the students and effectiveness of our instruction. We annually review all the above data sharing with staff, curriculum council, parents and board members discussing the strengths and weaknesses and identifying strategies to close the gaps.

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.

As part of our evaluation review, we look at all levels of students (bottom 30%/top 30%) and whether students have made a year of growth in a year's time by using multiple measures. We are a small school and are able to drive right down to the student level to discuss external factors that may have impacted scores. We look at our % of SE students to ensure we are lower than state or regional averages. We use data daily and are in constant discussion at how our students are performing and whether we are providing the right instruction to close the gap or increase the level of learning.

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 evaluate our school plan with staff and through curriculum council with curriculum director, parents.

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and school board members. Plan is revised as grade level and content area teams to determine our needs and next step in growth. Activities and strategies in goals are added or modified to continue our growth as professionals. The goals/strategies/activities are reviewed at the beginning of the year, revisited during PLCs, and reviewed as a whole in Jan. as part of the SSR. We make changes within the year as needed and review data (achievement and survey) in June again as a staff to plan for changes in plan for the following year.

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Overview

Plan Name

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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	Math: All students at Centreville Elementary will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$58050
2	ELA: All students at Centreville Elementary will be proficient Readers.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$102900
3	Science: All students will be proficient in science	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$34850
4	ELA: All students at Centreville Elementary will be proficient Writers.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$20600
5	Social Studies: All students at Centreville Elementary will become proficient at Social Studies.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$22100

Goal 1: Math: All students at Centreville Elementary will be proficient in mathematics.

Measurable Objective 1:

56% of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by Level 3 or 4 on statewide assessment or on benchmark with local assessment in Mathematics by 06/15/2018 as measured by State assessment data and Local assessments, including STAR Math. .

Status	Progress Notes	Created On	Created By
Met	Preliminary M-STEP data shows a 10% increase by averaging grades 3-6 in students proficient at 49%. STAR math shows 70% on grade level as average for grades 1st-6th.	June 15, 2017	Mrs. Becky Stauffer
Not Met	The Spring 2015 M-STEP scores did not meet the goal of 56% of the students at benchmark. Scores were as follows: 3rd 33%; 4th 50%; 5th 8%; and 6th 18%. We started closely monitoring our STAR Math data for the 15-16 school year.	April 06, 2016	Mrs. Becky Stauffer
Not Met	State wide data not available. We implemented new assessment (STAR Math) and a new math series (Eureka Math) therefore we have no comparison data.	June 15, 2015	Mrs. Becky Stauffer
Met	As of June 2014, 47% of 3-7 grade students were proficient on the MEAP assessment.	June 23, 2014	Mrs. Becky Stauffer

Strategy 1:

Assessment - Assessment: STAR math and module assessments from Eureka Math will be utilized to determine strengths and weaknesses of all students (1-6) and to determine effectiveness of instruction, curriculum, and local assessments as aligned to CCSS. State assessment item analysis will be utilized to target standards of weakness to inform instruction and to determine the level of understanding of CCSS content for all students to further support instructional needs as enrichment, reinforcement, and intervention.

The ISD is guiding us through the implementation of Illuminate as a data warehouse.

Category: Mathematics

Research Cited: Pyramid Response to RtI, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying the RtI: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin

Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach Training in Aug. 2010)

Dr. Robert Marzano, "Formative Assessments and Standards Based Grading: Classroom Strategies that Work", Nov. 2009

National Common Core Standards, July 2010

Tier: Tier 1

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Status	Progress Notes	Created On	Created By
N/A	STAR math was a new assessment tool and the Eureka Math was piloted this year, so we do not have any comparison data. No state level data available.	June 15, 2015	Mrs. Becky Stauffer
N/A	1st and 2nd grade assessments aligned to CCSS were written in county as well. Next year assessments will be piloted and validated.	June 18, 2014	Mrs. Becky Stauffer
N/A	All assessments have been aligned to CCSS. Kindergarten completed their assessments as part of a county wide effort. Piloting the assessments and gathering data is in process for the remainder of the school year and next for K-2. Delta Math was updated this year. Implementation has been slow.	January 07, 2014	Mrs. Becky Stauffer

Activity - STAR Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers (general ed., special ed., and title staff) will receive further training in STAR Math to assess all students three times a year. Fall and winter screening allows us to determine students for interventions and progress monitoring. We will be able to dis-aggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment.</p> <p>Funding is for yearly software costs.</p>	Academic Support Program	Tier 1	Implement	11/30/2011	06/30/2018	\$1000	General Fund	Administration, curriculum director, math team leaders. All teachers K-3, 4-6th Math teachers, title, special education and support staff.

Status	Progress Notes	Created On	Created By
In Progress	STAR Math was and will continue to be utilized as a progress monitoring tool as well as a benchmark assessment. Students were assessed every 6-8 weeks (every 3 for tier 2 and 3 students). We are monitoring the correlation between students on grade level with STAR math and the students who are proficient on the M-STEP.	April 03, 2016	Mrs. Becky Stauffer
In Progress	STAR math was piloted this year. We need further training to understand the capabilities of the program.	June 15, 2015	Mrs. Becky Stauffer
In Progress	Due to the upgrade in Delta Math, utilizing the program has been slow. Fall assessments weren't completed until Dec. leaving little time for growth between fall and winter assessments. Intervention materials weren't utilized as effectively either. Many teachers are utilizing Moby Math for remediation.	January 07, 2014	Mrs. Becky Stauffer

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Activity - Local Assessments/Eureka Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents.</p> <p>Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards based grading.</p>	Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Implement	09/01/2014	06/30/2018	\$3000	General Fund	Teachers of Mathematics

Status	Progress Notes	Created On	Created By
In Progress	Most scales were completed with assessments.	January 07, 2014	Mrs. Becky Stauffer

Activity - Parent Communication and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will share student data with parents by explaining parent reports (STAR math) and Eureka Math assessments at conferences, as well as, with on going written communication. Parents will receive a data sheet with report cards 2 times a year reporting student progress on STAR math. Additional information including training in how parents can help their child will be shared at parent workshops, conferences and during math game night.</p>	Parent Involvement	Tier 1	Monitor	08/28/2012	06/15/2018	\$500	Title I Part A	All mathematics staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We held a family math night in December and another instructional math night in the spring. Approximately 70 families attend the Family Fun Math Night and only a few parents attend the instructional opportunity.	April 03, 2016	Mrs. Becky Stauffer
Completed	Parent data sheets have been fully implemented and are distributed at report card time. We have held parent nights the past 3 years. This activity is considered on going.	June 15, 2015	Mrs. Becky Stauffer
In Progress	Delta Math scores were not shared with parents due to lack of implementation because of program not ready. In November, a family math night was held. 100 parents and children attended with positive feedback. Teachers were on hand to share homework and strategies. Math games were available.	January 07, 2014	Mrs. Becky Stauffer

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Activity - Use of Data in PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to retrieve, utilize, and communicate STAR Math data and local assessments in a PLC community to inform instruction, support student specific needs, and share information with parents and stakeholders.	Direct Instruction	Tier 1	Implement	01/27/2012	06/30/2018	\$500	General Fund	All staff K-3 and 4-6th grade math teachers, administration and curriculum director

Status	Progress Notes	Created On	Created By
Not Completed	This is an ongoing strategy. Though PLCs will continue and data will continue to be utilized, staff are trained and competent in the use of data.	April 03, 2016	Mrs. Becky Stauffer
In Progress	We are in need of PLC training in how to use the data we are collecting more effectively.	June 15, 2015	Mrs. Becky Stauffer
In Progress	Parent Data Notes were included in final report cards to all parents showing benchmark data points for Fall, Winter and Spring in Reading and Math allowing to see the progression of learning for their child.	June 18, 2014	Mrs. Becky Stauffer

Activity - Illumination Data Warehouse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ISD is guiding us through the implementation of Illumination. We will work together to identify teacher teams and add data to the software.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	05/01/2016	06/30/2019	\$1000	Title II Part A	District administration, curriculum director, and building principal

Activity - Benchmark Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Centreville Elementary School

Data Review team will meet 3 times a year with instructional leader from the county to review benchmark data and plan instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/29/2018	\$750	Section 31a	Title 1 Teacher/Data Support Curriculum director Principal
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Strategy 2:

Instruction - Instruction: Teachers will use instructional strategies (vocabulary, writing, and incorporating more higher order thinking and real world applications as found in the Eureka Math curriculum) to improve mathematics instruction.

Category:

Research Cited: Dr. Robert Marzano's "Art and Science of Teaching" (July 2007)

Robert Marzano "Building Vocabulary: 6-Step Method of Teaching Vocabulary." (July 2005)

Marzano's "Classroom Instruction That Works" (May 2007)

Common Core National Standards (July 2010)

Bloom's Taxonomy (1956, 1990, etc.)

Eureka Math

Tier:

Activity - Differentiation and Higher Level Learning in Tier 1 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will continue to be trained by math coach in incorporating mathematical discourse with fidelity (movement of problem solving in the Eureka lessons to make sure they are incorporating the practice daily). We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.	Professional Learning	Tier 1	Implement	08/13/2012	06/15/2018	\$0	General Fund	Administration, curriculum director

Status	Progress Notes	Created On	Created By
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Not Completed	We received a second day of training in differentiation in August 2014. We will continue to revisit the strategies through PLCs and staff meetings.	June 15, 2015	Mrs. Becky Stauffer
In Progress	All staff attended Kathleen Kryza's PD of Differentiation in the Classroom. Strategies utilized strongly are: CORE teams, chat chums, journals, and Mindset.	January 07, 2014	Mrs. Becky Stauffer

Activity - Key Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on vocabulary strategies within the content and curriculum.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/15/2011	06/30/2018	\$500	General Fund	All Staff and administration and curriculum director

Status	Progress Notes	Created On	Created By
In Progress	Vocabulary instruction continues to be a focus. Staff continues to utilize Marzano strategies and more strategies were shared during Differentiation PD.	January 07, 2014	Mrs. Becky Stauffer

Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with Number Worlds, including hands on instruction Special Education Resource Room Intervention Meetings Hands on learning and use of technology M-STEP practice items	Direct Instruction	Tier 2	Implement	01/09/2012	06/15/2018	\$33000	Title I Part A	Title 1 teacher Title 1 aide Principal

Status	Progress Notes	Created On	Created By
In Progress	During MTSS, Title 1 staff and SE staff supported students by reteaching core concepts and monitoring interventions in Moby Max. Level of support was based upon students as determined by Delta Math and/or classroom assessments. One Title 1 support staff focuses primarily in supporting students in mathematics.	June 18, 2014	Mrs. Becky Stauffer

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Activity - Increased use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use technology in the classroom to supplement and reinforce curriculum (Moby Max/Zearn/Khan Academy).	Technology	Tier 1	Implement	08/12/2013	06/15/2018	\$0	General Fund	Administration, curriculum director and all teaching staff

Status	Progress Notes	Created On	Created By
Not Completed	TRIG resources and updates will be shared at staff meeting to make this an on going activity.	April 06, 2016	Mrs. Becky Stauffer
Not Completed	All teachers completed TRIG unit. With the addition of Chromebooks and iPads teachers are incorporating more technology into their instruction.	June 15, 2015	Mrs. Becky Stauffer
In Progress	District millage was passed that includes an upgrade to all infrastructure including wireless and hardware. More student devices will be provided once infrastructure is completed.	June 18, 2014	Mrs. Becky Stauffer
In Progress	Due to a grant 10 iPads were added to K-2 classrooms. 30 Chromebooks were added to the Title 1 program to be utilized during MTSS. Initial implementation including the use of Read Naturally in grades 4-6.	January 07, 2014	Mrs. Becky Stauffer

Activity - Learning Goals/Exit Slips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will improve achievement by understanding clearly what they are to learn by posted and communicated learning goals and be able to evaluate if they've learned the goal through exit assessments.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/23/2018	\$0	No Funding Required	Administration and instructional staff

Status	Progress Notes	Created On	Created By
Completed	All teachers utilize learning goals to communicate their intended instruction.	June 15, 2015	Mrs. Becky Stauffer

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data Notebooks will be developed for students to monitor their learning.	Direct Instruction	Tier 1	Implement	09/16/2014	06/01/2017	\$100	General Fund	Administration, School Improvement Team, and instructional staff
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Status	Progress Notes	Created On	Created By
In Progress	Notebooks were created this spring and shared with students for upcoming M-STEP and spring benchmark assessing. Folders will follow students to next grade level.	April 03, 2016	Mrs. Becky Stauffer

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations. (This activity will be met through a Math Coach from KRESA, with support from ISD, and through an additional Tier 1 instructional coach.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/01/2015	06/30/2018	\$10000	Section 31a, Title II Part A	Curriculum Director, building principal, instructional staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to Tier 2 and Tier 3 students (identified with STAR Math and Early Literacy and classroom assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	08/17/2018	\$4000	Other, Section 31a	Administration, Title 1 director, Title 1 teacher

Strategy 3:

Curriculum Alignment - Teachers will fully implement the Eureka Math curriculum in grades K-6. Curriculum is aligned to CCSS.

Category:

School Improvement Plan

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Research Cited: Larry Ainsworth "Rigorous Curriculum by Design", 2002
 Wiggins "Understanding by Design Guide to Creating Quality Units", July 2005
 Common Core State Standards, July 2010
 Eureka Math, 2012
 Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	All grade levels have aligned their math curriculum to CCSS.	January 07, 2014	Mrs. Becky Stauffer

Activity - Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with regional instructional leader to monitor the implementation of the Eureka Math curriculum. Teachers will be given opportunity to work with other teachers around the region and county.	Professional Learning	Tier 1	Monitor	08/01/2014	06/29/2018	\$1200	General Fund	All staff K-3 and 4th-6th math teachers, as well as, administration and curriculum director

Activity - Parent/Stakeholder Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with all stake holders classroom learning goals aligned to CCSS and embedded in Eureka Math curriculum by posting in weekly newsletters that are posted to website, emailed, and provided as a hard copy as well. Curriculum and instructional techniques will be shared at family math night as well.	Parent Involvement	Tier 1	Monitor	08/28/2012	06/15/2018	\$500	Title I Part A	All staff and administration

Status	Progress Notes	Created On	Created By
Not Completed	We held a Family Fun Math Night in the fall and an instructional math opportunity for parents in the spring.	April 03, 2016	Mrs. Becky Stauffer

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Activity - Eureka Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our building is at the monitoring and modifying assessment stage of implementation with the Eureka Math (Engage NY) which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments. Funding requirements will be for purchasing updated modules and additional modules as staff is added.	Curriculum Development	Tier 1	Implement	08/01/2014	06/15/2018	\$2000	General Fund	Administration, curriculum direction and teachers of mathematics

Status	Progress Notes	Created On	Created By
Not Completed	We purchased updated models last year and hope to not have to do so again but am keeping activity until we are confident updates have been made.	April 06, 2016	Mrs. Becky Stauffer

Goal 2: ELA: All students at Centreville Elementary will be proficient Readers.**Measurable Objective 1:**

76% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by Level 3 or 4 on statewide assessment and/or benchmark status with Dibels Next or STAR assessments in English Language Arts by 06/29/2018 as measured by state assessment data in ELA, STAR and/or Dibels Next..

Status	Progress Notes	Created On	Created By
Not Met	Though goal has not been met, we are making very positive progress. 50% of the students in grades 3-6 are proficient on the M-STEP Preliminary data and 55% are at grade level in grades 1st-6th in STAR. Both these measures show a 10% increase from last year. Dibels has stayed consistent at 68% schoolwide on benchmark.	June 22, 2017	Mrs. Becky Stauffer
Not Met	Based upon the Spring M-STEP scores, we did not meet the objective of 76% proficient. The following are the scores: 3rd grade 39%; 4th grade 41%; 5th grade 28%; and 6th grade 35%.	April 06, 2016	Mrs. Becky Stauffer
Met	We do not have any state level data, but we met the goal in Dibels for the all grade levels except in grades 4th and 5th who were both at 61%. Though both grade levels showed growth.	June 15, 2015	Mrs. Becky Stauffer
Not Met	Only 68% of the 3-7 grade students were considered proficient on the MEAP assessment.	June 23, 2014	Mrs. Becky Stauffer

School Improvement Plan

Centreville Elementary School

Strategy 1:

Assessment - Teachers will implement and utilize universal and diagnostic screeners to target all students in reading for multi-tiered levels of support. Data from local assessments and screeners will determine the instructional strategies needed to meet the needs of students in our multi-tiered system of support.

We are implementing our second year of Reading Street with many types of the assessments available. We will continue to implement the assessments on line and extend our learning in using the data.

The ISD is also guiding us through the implementation of Illuminate as a data warehouse.

Category: English/Language Arts

Research Cited: Pyramid Response to Rtl, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying

the Rtl: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin

Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach

Training in Aug. 2010)

Dr. Robert Marzano, "Formative Assessments and Standards Based Grading: Classroom Strategies that

Work", Nov. 2009

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Assessments have been aligned to CCSS in K-2. 3rd grade is modifying their assessments while 4-6 is continuing to write and modify assessments already existing.	June 18, 2014	Mrs. Becky Stauffer

Activity - Assessment Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers (general ed., special ed. and title staff) will continue to utilize and analyze the results of DIBELS Next and STAR Reading/STAR Early Literacy reading which will be administered at least three times a year (for benchmark information for all students) and every 6-8 weeks (for Tier 2 and 3 students) to monitor student growth and effectiveness of instruction. Besides standardized assessments, teachers will utilize the assessments available in Reading Street. All assessment tools will be utilized by all staff (general ed., special ed. and title staff) to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies in a multi-tiered system of support. Funding is to cover cost of STAR 360 software.	Direct Instruction	Tier 1	Monitor	08/22/2011	06/22/2018	\$1200	General Fund	Administration, Curriculum Director, all reading teachers & School Improvement Team

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Status	Progress Notes	Created On	Created By
In Progress	With the purchase of STAR 360 we have added STAR Early Literacy for K and Y5 students and are able to access more reports for instructional planning.	April 04, 2016	Mrs. Becky Stauffer
In Progress	This is ongoing as each year all instructional staff utilizes STAR and Dibels data to progress monitor students.	June 18, 2014	Mrs. Becky Stauffer

Activity - Reading Street Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the implementation of the Reading Street curriculum assessments, teachers will determine the appropriate assessments to gain the intended information. Utilizing the resources on line, including assessments, will be additional goals.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/10/2011	06/22/2018	\$750	General Fund	Reading teachers, principal and title 1 support

Status	Progress Notes	Created On	Created By
In Progress	This year we focused on learning the difference between the available assessments (weekly vs balanced, paper-pencil vs on line). We tried to differentiate between which assessment was best assessment for the learner. We will continue to learn how to use the data and inform instruction.	April 04, 2016	Mrs. Becky Stauffer

Activity - Parent Communication and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share student data with parents by explaining parent reports (Dibels, Star, and Reading Street assessments) at conferences. Additional information including training in how parents can help their children will be shared at conferences and through written communication, website, and informational parent meetings (family reading nights).	Parent Involvement	Tier 1	Monitor	09/06/2011	06/15/2018	\$500	General Fund	All Staff

Status	Progress Notes	Created On	Created By
Not Completed	This is an ongoing activity. Parents have received parent data sheets at report card time for past 2 years.	June 15, 2015	Mrs. Becky Stauffer

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Not Completed	Reading Logs shared at Meet the Teacher night and over 30 families attended Family Reading Night in March to encourage reading at home.	April 04, 2013	Mrs. Becky Stauffer
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Activity - Use of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA staff are trained in Dibels and STAR. Early elementary teachers will continue to grow in their understanding of STAR Early literacy. All reading/literacy data will be used to inform instructional decisions.	Direct Instruction	Tier 1	Monitor	09/19/2011	06/15/2018	\$0	No Funding Required	All ELA staff and administration

Status	Progress Notes	Created On	Created By
Completed	This activity is completed	April 04, 2016	Mrs. Becky Stauffer
Not Completed	Staff is versed in using Dibels Next but as new reports become available they will need continued training. They will also need help using the multitude of assessments available through Reading Street.	June 15, 2015	Mrs. Becky Stauffer
Not Completed	Staff is versed in using Dibels Next but as new reports become available they will need continued training. They will also need help using the multitude of assessments available through Reading Street.	June 15, 2015	Mrs. Becky Stauffer
In Progress	Parent Data notes were included in final report cards to all parents showing benchmark data points for Fall, Winter, and Spring in Reading and Math allowing to see the progression of learning for their child.	June 18, 2014	Mrs. Becky Stauffer

Activity - Illuminate Data Warehouse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ISD is guiding us through the implementation of Illumination. We will work together to identify teacher teams and add data to the software.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	04/04/2016	06/30/2019	\$1000	Title II Part A	District administration, building administration, curriculum director

Activity - Alignment of Assessments to Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will work with consultants to identify standards in assessments to prepare for standards based grading	Academic Support Program	Tier 1	Getting Ready	06/30/2016	06/30/2018	\$5000	Title II Part A	Curriculum Director, building principal, ELA teachers, Literacy Coach
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Activity - Benchmark Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Review team will meet 3 times a year with instructional leader from the county to review benchmark data and plan instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/29/2018	\$750	Section 31a	Title 1 Teacher/Data Support Curriculum Director Principal Literacy Coach

Strategy 2:

Curriculum - Teachers will implement the Reading Street and My Sidewalks curriculum.

Category:

Research Cited: Larry Ainsworth "Rigorous Curriculum by Design", 2002

Wiggins "Understanding by Design Guide to Creating Quality Units", July 2005

Common Core State Standards, July 2010

Tier: Tier 1

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA teachers participate in professional development with Reading Street consultants and will meet with ISD Support Staff to fully implement the curriculum.	Direct Instruction	Tier 1	Implement	08/31/2014	06/22/2018	\$500	General Fund	All ELA staff, administration and curriculum director
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Status	Progress Notes	Created On	Created By
In Progress	This will be second year of implementation of the Reading Street program. The first year was an exploration year of the program components. This second year we will expand the use of on line supports and how to differentiate through center based learning.	April 04, 2016	Mrs. Becky Stauffer

Activity - My Sidewalks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers (SE and Title 1) will receive training in the implementation of My Sidewalks intervention series.	Direct Instruction, Professional Learning, Academic Support Program	Tier 3	Monitor	06/11/2015	06/22/2018	\$500	General Fund	Title 1, SE staff, and principal

Status	Progress Notes	Created On	Created By
Not Completed	This will be our second year of implemented My Sidewalks. The first year of implementation showed great results for Tier 2 and 3 students. We will continue to utilize the intervention and track results.	April 06, 2016	Mrs. Becky Stauffer

Strategy 3:

Instruction - Teachers will revisit and utilize research-based instructional strategies (common graphic organizers, literary elements organizers, and identification of key vocabulary) to improve reading instruction.. These initiatives will continue to be supported with the tools being implemented from the Rewiring the Brain, Differentiated Instruction, and Dr. Robert Marzano vocabulary instruction techniques. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students.

Category: English/Language Arts

Research Cited: Dr. Robert Marzano's "Art and Science of Teaching" (July 2007)

Robert Marzano "Building Vocabulary: 6-Step Method of Teaching Vocabulary." (July 2005)

Marzano's "Classroom Instruction That Works" (May 2007)

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Common Core National Standards (July 2010)

Bloom's Taxonomy (1956, 1990, etc.)

Tier:

Activity - Differentiation and Higher Level Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will receive training on differentiating classroom instruction through ISD Literacy Coach and local Literacy Coach (including center based learning) to offer support for those students needing remediation and also provide extended learning at higher levels to all students.</p> <p>We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.</p>	Direct Instruction, Professional Learning		Implement	08/20/2012	06/30/2018	\$500	General Fund	All instructional staff, administration and curriculum director

Status	Progress Notes	Created On	Created By
Not Completed	This is an ongoing goal. Teachers received a 2nd day of training but we will continue to revisit strategies in PLCs and staff meetings.	June 15, 2015	Mrs. Becky Stauffer
In Progress	All staff attended Kathleen Kryza's PD of Differentiation in the Classroom. Strategies utilized strongly are: CORE teams, chat chums, journals, and Mindset.	January 07, 2014	Mrs. Becky Stauffer

Activity - Key Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on vocabulary strategies within the content area and Reading Street.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/23/2010	06/30/2018	\$500	General Fund	All instructional staff, administration and curriculum director.

Status	Progress Notes	Created On	Created By
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In Progress	Vocabulary instruction continues to be a focus. Staff continues to utilize Marzano strategies and more strategies were shared during Differentiation PD and reviewed at staff meetings.	June 18, 2014	Mrs. Becky Stauffer
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Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, Read Naturally Special Education Resource Room Intervention Meetings hands on learning and technology M-STEP practice items Literature circles Reading Street and My Sidewalks resources	Direct Instruction	Tier 2	Implement	09/10/2012	06/15/2018	\$33000	Title I Part A	Title 1 staff, administration and Title 1 director **Additional funding needed for implementation (SE staff) will be covered by general fund.

Status	Progress Notes	Created On	Created By
In Progress	During MTSS, Title 1 staff and SE staff supported students by direct instruction and intervention in the teaching of reading, reteaching of core concepts and monitored interventions through Reading Mastery, Dibels, Corrective Reading and Read Naturally.	June 18, 2014	Mrs. Becky Stauffer

Activity - Increase use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use technology in the classroom to support and reinforcement curriculum and assessments. Reading Street on line tools and assessments. Moby Max and STAR/AR.	Technology	Tier 1	Implement	06/18/2014	06/15/2018	\$500	General Fund	Administration, and instructional staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers completed the TRIG program. They will continue to revisit the strategies learned and use the technology devices to further integration into curriculum.	June 15, 2015	Mrs. Becky Stauffer

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations including Reading Routines and common ELA blocks.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	10/01/2015	06/15/2018	\$2000	Section 31a	Curriculum director, building principal, instructional staff

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the Literacy Network (including literacy leaders), ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction and literacy assessment to improve reading instruction and meet requirements of 3rd Grade Reading Bill.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	03/14/2016	06/30/2018	\$51200	Title II Part A, Section 31a	K-3 Teachers Literacy Team Literacy Coaches Curriculum Director ISD trainers and staff Principal

Activity - Learning Goals/Targets/Exit Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will improve achievement by understanding clearly what they are learning and the daily targets.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/01/2015	06/30/2018	\$1000	Title II Part A	District and building administration, instructional staff

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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to Tier 2 and 3 students (identified through STAR Reading and Early Literacy and classroom assessments) to provide additional instruction for preparation for successfully meeting objectives for the following year.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2018	\$4000	Other, Section 31a	Administration, Title 1 Director, Title 1 Lead teacher

Goal 3: Science: All students will be proficient in science

Measurable Objective 1:

50% of Fifth grade students will demonstrate a proficiency on state assessment in Science by 06/15/2018 as measured by proficiency on 4th Grade state wide assessment..

Status	Progress Notes	Created On	Created By
Not Met	Preliminary M-STEP data shows an increase of 15% from 7% last year.	June 22, 2017	Mrs. Becky Stauffer
Not Met	11.3 % of the 4th grade students who took the Science M-STEP were proficient.	April 06, 2016	Mrs. Becky Stauffer
Not Met	Only 17% of our 5th graders were considered proficient on MEAP science assessment.	June 23, 2014	Mrs. Becky Stauffer

Strategy 1:

Instruction - Teachers will use instructional strategies (Marzano 6 step vocabulary, writing within science, differentiation, hands on, and higher order learning) to improve science instruction. Grades 5/6 will utilize the BCAMSC kits

Category:

Research Cited: Dr. Robert Marzano's "Art and Science of Teaching" (July 2007) and "Classroom Instruction that Works" (May 2007)

Robert Marzano "Building Vocabulary: 6-Step Method of Teaching Vocabulary" (July 2005)

Common Core State Standards: ELA Writing within Science and SS (2011)

Bloom's Taxonomy (1956,1990, etc.)

Tier: Tier 1

SY 2017-2018

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Activity - Differentiation and Higher Level Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will review training on differentiating classroom instruction (including center based learning) in PLCs and staff meetings to offer support for those students needing remediation, but also provide extended learning at higher level to all students. We will continue to work with ISD instructional staff.	Professional Learning, Academic Support Program	Tier 1	Implement	08/19/2013	06/30/2018	\$500	General Fund	All staff, administration, and curriculum director

Status	Progress Notes	Created On	Created By
In Progress	Teachers had a second day of training in differentiation in Aug. 2014. We will continue to revisit the strategies in PLCs and staff meetings.	June 15, 2015	Mrs. Becky Stauffer
In Progress	All staff attended Kathleen Kryza's PD of Differentiation in the Classroom. Strategies utilized strongly are: CORE teams, chat chums, journals, and Mindset. A follow up training is planned for Aug. 2014.	June 18, 2014	Mrs. Becky Stauffer

Activity - Key Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on vocabulary within the content and curriculum.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2018	\$500	General Fund	All teaching staff, administration, and curriculum director

Status	Progress Notes	Created On	Created By
In Progress	Instructional strategies continue to be a focus for all staff. Learning Goals and Vocabulary are reviewed and shared during staff meetings. Strategies are monitored through walkthroughs and teacher evaluation.	June 18, 2014	Mrs. Becky Stauffer

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Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull out with guided instruction. Special Education Resource Room, Intervention Meetings, hands on learning, and technology M-STEP practice items.	Academic Support Program	Tier 2	Implement	09/04/2012	06/15/2018	\$16500	Title I Part A	Title 1 staff, administration, Title 1 Director **Remaining cost for implementation will be covered by General Fund for SE teaching support, etc.

Status	Progress Notes	Created On	Created By
In Progress	Through MTSS, Title 1 and SE staff support students by reteaching core concepts and monitoring interventions through common local assessments.	June 18, 2014	Mrs. Becky Stauffer

Activity - Increase use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the TRIG grant teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on iPad and Chromebooks, as well as, how to utilize individual devices with students to prepare for on line assessments. Teachers will continue to use strategies and resources they learned from TRIG and incorporate more use of the devices within instruction.	Technology	Tier 1	Implement	09/15/2014	06/09/2017	\$100	General Fund	TRIG Coach, Administration and instructional staff

Status	Progress Notes	Created On	Created By
In Progress	All teachers completed the TRIG program. They will continue to use strategies learned and devices to integrate into the curriculum.	June 15, 2015	Mrs. Becky Stauffer
In Progress	Due to a grant I-pads were added to K-2 classrooms. Chromebooks were added to our title 1 program to be utilized during MTSS. TRIG program will provide the instructional and assessment training needed to support staff.	June 18, 2014	Mrs. Becky Stauffer

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2015	06/15/2018	\$1000	Section 31a	Curriculum director, principal, and instructional staff

Activity - Learning Targets/Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate to students their mastery. We will continue to revisit goals/targets in staff meetings and PLCs.	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2014	06/15/2018	\$1000	Title II Part A	District administration and instructional staff.

Activity - Project Lead the Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing PLTW through enrichment and expanding into general ed. science curriculum. This year one unit was taught in 2nd grade.	Materials, Technology, Academic Support Program	Tier 1	Implement	08/01/2016	06/15/2018	\$10000	Other	Curriculum Director Principal Lead Teacher

Strategy 2:

Assessment - Teachers in grades K-2 will use assessments within the Reading Street curriculum where it addresses science content. Teachers in grades 3-4 will continue to use local assessments. 5/6 Teacher will use assessments and writing journals from BCMSC kits. Assessment data will be used to inform instruction, drive RtI, and communicate to parents.

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Centreville Elementary School

Category:

Research Cited: Pyramid Response to Rtl, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying the Rtl: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach Training in Aug. 2010) Dr. Robert Marzano, "Formative Assessments and Standards Based Grading: Classroom Strategies that Work", Nov. 2009

Tier:

Activity - Align Assessments to Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize local assessments and assessments, Curriculum Crafter, Mystery Science, and within BCMSC kits. Teachers is 4-6 will work towards creating scales or utilizing already built scales aligned to GLCEs and NGSS to assess the depth of knowledge of the students and identify standards in assessments working towards SBG.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	06/01/2016	06/30/2018	\$1000	Title II Part A	All staff, administration and curriculum director, ISD instructional staff

Activity - Use of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze and utilize data from authentic, standards-based, common science assessments aligned to CCSS/NGSS to inform instruction and identify individual students needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	Tier 1	Getting Ready	06/01/2014	06/30/2018	\$0	No Funding Required	All science instructional staff, administration and curriculum director

Activity - Parent Communication and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Centreville Elementary School

Teachers will share assessment data with parent including information from scales written and aligned to GLCEs (later Next Generation Science) to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	Tier 1	Implement	08/22/2011	06/15/2018	\$500	General Fund	All Science staff and administration
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Strategy 3:

Curriculum - Teachers will continue to modify and align curriculum to Michigan GLCEs until Next Generation Science Standards become implemented. We will use curriculum resources in grades K-2 by integrating within the Reading Street curriculum. 3-4 will continue to utilize and update present science units built to the Michigan GLCEs and later NGSS. Grades 4-6 will continue implementation of BCMSC kits as funds and professional development become available.

Category:

Research Cited: Larry Ainsworth, "Rigorous Curriculum by Design", 2002

Wiggins "Understanding by Design Guide to Creating Quality Units", July 2005

MDE Science Documents, Science Curriculum Companion Documents

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an instructional leader to ensure science curriculum and all GLCEs are incorporated within local curricular units and BCMSC kits. Teachers in grades 4-6 will receive professional development from BCAMSC staff in the alignment of the redesigned kits and NGSS and Michigan's Science Standards. Mystery Science will also be used as a resource.	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2014	06/30/2019	\$1000	General Fund	All science instructional staff, administration, and curriculum director

Status	Progress Notes	Created On	Created By
In Progress	All science teachers attended 2 days of training in NGSS.	June 18, 2014	Mrs. Becky Stauffer

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Activity - ,Key Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on strategies to learn the key content vocabulary for science from MDE Companion Documents, Curriculum Crafter, and BCMSC kits.	Direct Instruction	Tier 1	Implement	08/23/2010	06/15/2018	\$0	General Fund	All teachers of science, administration, and curriculum director

Status	Progress Notes	Created On	Created By
Not Completed	This activity should be combined with the activity under instruction referring to Marzano's Vocabulary.	April 06, 2016	Mrs. Becky Stauffer
In Progress	Teachers identified key vocabulary through vocabulary training and with use of curriculum crafter. They are in process of learning more about NGSS and redefining vocabulary.	June 18, 2014	Mrs. Becky Stauffer

Activity - BCMSC Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are implementing the use of the Battle Creek Math Science Kits that are aligned to GLCEs and moving towards the demands of NGSS. The kits would be expanded in 5th and 6th grade and 4th grade as resources are available. Funding required includes cost of kits and training for two teachers.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2014	06/30/2018	\$1750	Title II Part A, General Fund	4th and 5/6 Science Teachers, Administration and curriculum director.

Activity - Project Lead the Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are implemented one unit of Project Lead the Way STEM curriculum in 2nd grade science. We will expand the curriculum through the general ed. science and possibly enrichment.	Other, Technology, Academic Support Program	Tier 1	Implement	08/01/2016	06/15/2018	\$1000	Title II Part A	Curriculum Director Superintendent Lead Teacher

Goal 4: ELA: All students at Centreville Elementary will be proficient Writers.

Measurable Objective 1:

52% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency Level 3 or 4 on statewide assessment or a 3.0 average on district rubrics in English Language Arts by 06/15/2018 as measured by statewide assessment and district rubrics..

Status	Progress Notes	Created On	Created By
Not Met	This year the M-STEP combined the reading and writing scores for an ELA score. Therefore, the ELA combined scores for Spring 2015 were: 3rd grade 39%; 4th grade 41%; 5th grade 28%; and 6th grade 35%.	April 06, 2016	Mrs. Becky Stauffer
Not Met	Statewide data is not available. We were not able to assess students with district rubrics, as once we started using the rubrics we spent the 14.15 school year revising the rubrics to ensure validity and alignment.	June 16, 2015	Mrs. Becky Stauffer

Strategy 1:

Curriculum - Teachers will adjust/align the writing curriculum to create a guaranteed and viable curriculum which aligns with the Common Core using resources incorporated in the Reading Street program while still incorporating additional resources. The writing curricular will be sequenced, organized, and embedded in ELA curriculum maps that include the reading standards. The curriculum will direct instruction to improve student achievement.

Category: English/Language Arts

Research Cited: Larry Ainsworth "Rigorous Curriculum by Design", 2002 Wiggins "Understanding by Design Guide to Creating Quality Units", July 2005 Common Core State Standards, July 2010

Tier: Tier 1

Activity - Curriculum Alignment: Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet with ISD Staff to ensure ELA curriculum maps including scope and sequence aligned to Common Core ELA standards for writing is implemented.	Professional Learning	Tier 1	Implement	06/11/2015	06/30/2018	\$1000	General Fund	Admin., Literacy Coach, ELA teachers and curriculum director

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Status	Progress Notes	Created On	Created By
In Progress	The first year with Reading Street was exploration and learning the program. The 16-17 school year will be spent aligning and tightening curriculum with the standards and help from ISD instructional support.	April 06, 2016	Mrs. Becky Stauffer
In Progress	We are continuing on our process of utilizing the local rubrics to inform instruction.	June 19, 2014	Mrs. Becky Stauffer

Strategy 2:

Assessment - All ELA teachers will implement CCSS aligned rubrics (narrative, persuasive and informative) that assess student achievement in writing. Data from rubrics will guide the writing curriculum and instructional strategies to meet the needs of students in our multi-tiered system of support. In addition, selected staff will be trained in and pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. Scales and assessments will be written to CCSS and incorporated into curriculum maps by all grade level teams.

Category:

Research Cited: Pyramid Response to Rtl, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying the Rtl: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach Training in Aug. 2010) Dr. Robert Marzano, "Formative Assessments and Standards Based Grading: Classroom Strategies that Work", Nov. 2009

Tier:

Activity - Use of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will be trained to analyze data from student writing with common prompts and universal rubrics three times a year. Teachers will work in teams to score writing and report data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.	Direct Instruction	Tier 1	Implement	09/10/2012	06/22/2018	\$1000	General Fund	All ELA staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We are meeting in August to vertically align rubrics and expectations.	June 19, 2014	Mrs. Becky Stauffer

Activity - Parent Communication and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will share student data with parents by explaining writing rubrics and M-STEP reports. Additional information including training in how parents can help their children will be shared at conferences, through written communication and website.	Parent Involvement	Tier 1	Implement	10/01/2013	06/15/2018	\$500	General Fund	All ELA staff
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Activity - Align Assessments to Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with ISD instructional staff to align assessments and rubrics to standards in preparation for standards based grading.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1		04/01/2016	06/30/2018	\$1000	Title II Part A	ELA teachers, administration, curriculum director, ISD instructional staff

Strategy 3:

Instruction - Teachers will revisit and utilize research-based instructional strategies (common graphic organizers, literary elements organizers, and identification of key vocabulary to support writing instruction) to improve writing instruction.. These initiatives will continue to be supported with the tools being implemented from the John Collins model, 6 Traits writing, Write Well, and Dr. Robert Marzano vocabulary instruction techniques. Teachers will also utilize center based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students.

Category:

Research Cited: Dr. Robert Marzano's "Art and Science of Teaching" (July 2007) Robert Marzano "Building Vocabulary: 6-Step Method of Teaching Vocabulary." (July 2005) Marzano's "Classroom Instruction That Works" (May 2007) Common Core National Standards (July 2010) Bloom's Taxonomy (1956, 1990, etc.)

Tier:

Activity - Development of Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Rubrics for narrative, opinion and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed in CCSS.	Direct Instruction	Tier 1	Implement	08/19/2013	06/15/2018	\$0	General Fund	All ELA staff, administration and curriculum director
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Status	Progress Notes	Created On	Created By
In Progress	When we attempted to implement the use of the rubrics we found discrepancies in expectations, vertical alignment and skill being assessed. During the 14.15 school year, we re-wrote rubrics for implementation in the 15.16 school year.	June 16, 2015	Mrs. Becky Stauffer
In Progress	Rubrics are complete, but staff is now in process of calibrating them and defining what "benchmark" writing looks like at each grade level in each of the writing styles. Through careful investigation of the writing of our students we are in process of determining the domains that need more focus in instruction.	June 19, 2014	Mrs. Becky Stauffer

Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with guided instruction, graphic organizers, and rubrics Special Education Resource Room Intervention Meetings hands on learning and technology M-STEP practice items Reading Street and My Sidewalks resources	Direct Instruction	Tier 2	Implement	09/04/2012	06/15/2018	\$11000	Title I Part A	Title 1 staff, Literacy Coach, administration and Title 1 director **Additional funding for SE and general ed. staff will be general funds.

Status	Progress Notes	Created On	Created By
In Progress	During MTSS, Title 1 Staff and SE staff supported students in reteaching core concepts and utilizing interventions to help students become successful writers.	June 19, 2014	Mrs. Becky Stauffer

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Activity - Increase use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to utilize technology in the classroom to support and reinforce curriculum through the use of Google Classroom and Moby Max.	Technology	Tier 1	Implement	09/16/2014	06/15/2018	\$100	General Fund	Administration, and instructional staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with an instructional coach to identify areas for instructional improvement based upon results from pre/post writing assessments and implement recommendations.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/01/2015	06/15/2018	\$1000	Section 31a	Curriculum Director, principal, and instructional staff

Activity - Learning Goals/Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase achievement by understanding learning targets and how they lead to goals. By using exit tickets they will be informed on their learning. We will continue to reinforce targets and goals in the staff meetings and PLCs	Direct Instruction, Professional Learning	Tier 1	Implement	04/01/2016	06/30/2018	\$1000	Title II Part A	District administration, building administration and instructional staff.

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Centreville Elementary School

Summer School will be offered to Tier 2 and Tier 3 students (identified by STAR Early Literacy and local assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	06/15/2018	\$4000	Other, Section 31a	Administration, Title 1 Director, Title 1 teacher
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Goal 5: Social Studies: All students at Centreville Elementary will become proficient at Social Studies.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by Level 3 or 4 on statewide assessment in Social Studies by 06/15/2018 as measured by state wide assessment.

Status	Progress Notes	Created On	Created By
Not Met	Preliminary M-STEP data shows an increase of 22% from 11% last year.	June 22, 2017	Mrs. Becky Stauffer
Not Met	Based upon the 2015 Spring M-STEP scores, only 16% of the 5th graders were proficient.	April 06, 2016	Mrs. Becky Stauffer
Not Met	33% of 6th grade students were considered proficient on SS MEAP. This is an 8% decline.	June 23, 2014	Mrs. Becky Stauffer

Strategy 1:

Instruction - Teachers will use best practices in instructional strategies (vocabulary instruction, differentiation, writing in social studies, and higher order learning) to improve social studies instruction.

Category:

Research Cited: Dr. Robert Marzano's "Art and Science of Teaching" (July 2007) and "Classroom Instruction that Works" (May 2007)

Robert Marzano "Building Vocabulary: 6-Step Method of Teaching Vocabulary" (July 2005)

Common Core State Standards: ELA Writing within Science and SS (2011)

Bloom's Taxonomy (1956,1990, etc.)

Tier:

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Activity - Differentiation and Higher Level Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will receive training on differentiating classroom instruction (including center based learning) to offer support for those students needing remediation, but also provide extended learning at higher level to all students.</p> <p>We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.</p>	Professional Learning	Tier 1	Implement	08/19/2013	06/30/2018	\$500	Title II Part A	All teachers of social studies, administration and curriculum director.

Status	Progress Notes	Created On	Created By
In Progress	All staff attended Kathleen Kryza's PD of Differentiation in the Classroom. Strategies utilized strongly are: CORE teams, chat chums, journals and Mindset. A follow up training is planned for Aug. 2014.	June 19, 2014	Mrs. Becky Stauffer

Activity - Key Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on vocabulary strategies within the content and curriculum.	Direct Instruction	Tier 1	Implement	08/20/2012	06/15/2018	\$500	General Fund	All teachers of social studies, administration and curriculum director

Status	Progress Notes	Created On	Created By
In Progress	Vocabulary instruction continues to be a focus. Staff continues to utilize Marzano strategies and strategies shared during Differentiation PD. Staff support one another by sharing strategies at staff meetings.	June 19, 2014	Mrs. Becky Stauffer

Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Centreville Elementary School

Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull out with guided instruction. Special Education Resource Room, Intervention Meetings, hands on learning, technology, and M-STEP practice items.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2012	06/15/2018	\$16500	Title I Part A	Title 1 staff, administration, Title 1 Director **Remaining cost for implementation will be covered by General Fund for SE teaching support, etc.
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Status	Progress Notes	Created On	Created By
In Progress	During MTSS, Title 1 staff and SE staff support students by reteaching core concepts and providing interventions. Success of students is monitored through exit slips and local assessments.	June 19, 2014	Mrs. Becky Stauffer

Activity - Increase use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use technology in the classroom to support and reinforce curriculum. Google Classroom	Technology	Tier 1	Implement	09/15/2014	06/15/2018	\$100	General Fund	Administration, and instructional staff.

Activity - Learning Targets/Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate to students their mastery. We will continue to review goals and targets in staff meetings and PLCs.	Direct Instruction, Professional Learning	Tier 1		09/01/2014	06/30/2018	\$1000	Title II Part A	District administration, building administration and instructional staff

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Strategy 2:

Assessment - Teachers in grades K-2 will use assessments within the Reading Street curriculum where it addresses science content. Teachers in grades 3-6 will continue to use local assessments. Assessment data will be used to inform instruction, support students in a multi-tiered system of support, and communicate to parents.

Category:

Research Cited: Pyramid Response to RtI, PLCs, and How to Respond When Kids Don't Learn (Aug. 08) and Simplifying the RtI: 4 Essential Guiding Practices (Oct. 2011): both books from Mike Mattos and Austin Buffin Data Driven Decision Making by Deb Wahlstrom (Oct. 2002 with updated materials from Data Coach Training in Aug. 2010) Dr. Robert Marzano, "Formative Assessments and Standards Based Grading: Classroom Strategies that Work", Nov. 2009

Tier:

Activity - Assessment Alignment to the Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in 4-6 will work towards alignment assessments, creating scales or utilizing already built scales aligned to GLCEs to assess the depth of knowledge of the students in preparation of SBG. Resources used will be Curriculum Crafter, MC3 and local resources.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2014	06/30/2018	\$1000	Title II Part A	All teachers of social studies, administration and curriculum director.

Status	Progress Notes	Created On	Created By
In Progress	Assessments have been developed to align with GLCEs and/or incorporated into the CCSS language standards. We are still in process of building scales, as more training needs to be offered.	June 19, 2014	Mrs. Becky Stauffer

Activity - Use of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze and utilize data from authentic, standards-based, common social students assessments to inform instruction and identify individual students needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	Tier 1	Implement	09/04/2012	06/15/2018	\$1000	General Fund	All teachers of social studies and administration

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Status	Progress Notes	Created On	Created By
In Progress	4th Grade utilized the MTSS system to support students in the reteaching of the content based upon data from formative and summative assessments. Lower elementary incorporated assessments within reading and writing.	June 19, 2014	Mrs. Becky Stauffer

Activity - Parent Communication and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share data from local assessmentso be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	Tier 1	Implement	10/10/2011	06/22/2018	\$500	General Fund	All teachers of social studies and administration

Status	Progress Notes	Created On	Created By
In Progress	Student data is shared with parents at conferences and at end of unit assessments. 4th grade utilizes scales.	June 19, 2014	Mrs. Becky Stauffer

Strategy 3:

Curriculum - Teachers will continue to modify and align curriculum to Michigan GLCEs with Curriculum Crafter, Michigan Citizenship Curriculum, on line resources and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps and a scope and sequence to improve student achievement.

Category:

Research Cited: Larry Ainsworth, "Rigorous Curriculum by Design", 2002 Wiggins "Understanding by Design Guide to Creating Quality Units", July 2005

MDE Social Studies documents

Tier:

Activity - Curriculum Alignment, Revision and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work with an instructional leader to align curriculum and revise current curriculum to GLCEs and Reading Common Core (that pertains to SS) and continue to explore/utilize aligned curriculum (Curriculum Crafter, MC3 and MDE Companion Documents). Alignment and revisions will include vocabulary.	Professional Learning	Tier 1	Implement	08/22/2011	06/15/2018	\$1000	General Fund	All teachers of SS, administration and curriculum director.
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Status	Progress Notes	Created On	Created By
In Progress	Curriculum has been aligned to GLCEs. There is a change in teaching in 5/6 which will require staff to look at resources and alignment.	June 19, 2014	Mrs. Becky Stauffer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Summer School will be offered to Tier 2 and 3 students (identified through STAR Reading and Early Literacy and classroom assessments) to provide additional instruction for preparation for successfully meeting objectives for the following year.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2018	\$2000	Administration, Title 1 Director, Title 1 Lead teacher
Summer School	Summer School will be offered to Tier 2 and Tier 3 students (identified with STAR Math and Early Literacy and classroom assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	08/17/2018	\$2000	Administration, Title 1 director, Title 1 teacher
Project Lead the Way	Implementing PLTW through enrichment and expanding into general ed. science curriculum. This year one unit was taught in 2nd grade.	Materials, Technology, Academic Support Program	Tier 1	Implement	08/01/2016	06/15/2018	\$10000	Curriculum Director Principal Lead Teacher
Summer School	Summer School will be offered to Tier 2 and Tier 3 students (identified by STAR Early Literacy and local assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	06/15/2018	\$2000	Administration, Title 1 Director, Title 1 teacher

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Data Review	Data Review team will meet 3 times a year with instructional leader from the county to review benchmark data and plan instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/29/2018	\$750	Title 1 Teacher/Data Support Curriculum Director Principal Literacy Coach

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Instructional Coach	Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations. (This activity will be met through a Math Coach from KRESA, with support from ISD, and through an additional Tier 1 instructional coach.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/01/2015	06/30/2018	\$5000	Curriculum Director, building principal, instructional staff
Summer School	Summer School will be offered to Tier 2 and 3 students (identified through STAR Reading and Early Literacy and classroom assessments) to provide additional instruction for preparation for successfully meeting objectives for the following year.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	06/01/2016	06/30/2018	\$2000	Administration, Title 1 Director, Title 1 Lead teacher
Summer School	Summer School will be offered to Tier 2 and Tier 3 students (identified with STAR Math and Early Literacy and classroom assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	08/17/2018	\$2000	Administration, Title 1 director, Title 1 teacher
Instructional Coach	Staff will work with an instructional coach to identify areas for instructional improvement based upon results from pre/post writing assessments and implement recommendations.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/01/2015	06/15/2018	\$1000	Curriculum Director, principal, and instructional staff
Literacy Coach	As part of the Literacy Network (including literacy leaders), ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction and literacy assessment to improve reading instruction and meet requirements of 3rd Grade Reading Bill.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	03/14/2016	06/30/2018	\$50000	K-3 Teachers Literacy Team Literacy Coaches Curriculum Director ISD trainers and staff Principal
Instructional Coach	Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		10/01/2015	06/15/2018	\$1000	Curriculum director, principal, and instructional staff
Instructional Coach	Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations including Reading Routines and common ELA blocks.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	10/01/2015	06/15/2018	\$2000	Curriculum director, building principal, instructional staff

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Summer School	Summer School will be offered to Tier 2 and Tier 3 students (identified by STAR Early Literacy and local assessments) to provide additional instruction in preparation of the following school year.	Academic Support Program	Tier 2	Implement	06/01/2016	06/15/2018	\$2000	Administration, Title 1 Director, Title 1 teacher
Benchmark Data Review	Data Review team will meet 3 times a year with instructional leader from the county to review benchmark data and plan instruction.	Academic Support Program	Tier 1	Implement	09/05/2016	06/29/2018	\$750	Title 1 Teacher/Data Support Curriculum director Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Data	All teachers will analyze and utilize data from authentic, standards-based, common science assessments aligned to CCSS/NGSS to inform instruction and identify individual students needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	Tier 1	Getting Ready	06/01/2014	06/30/2018	\$0	All science instructional staff, administration and curriculum director
Use of Data	All ELA staff are trained in Dibels and STAR. Early elementary teachers will continue to grow in their understanding of STAR Early literacy. All reading/literacy data will be used to inform instructional decisions.	Direct Instruction	Tier 1	Monitor	09/19/2011	06/15/2018	\$0	All ELA staff and administration
Learning Goals/Exit Slips	Students will improve achievement by understanding clearly what they are to learn by posted and communicated learning goals and be able to evaluate if they've learned the goal through exit assessments.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/23/2018	\$0	Administration and instructional staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Targeted Instruction	Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with guided instruction, graphic organizers, and rubrics Special Education Resource Room Intervention Meetings hands on learning and technology M-STEP practice items Reading Street and My Sidewalks resources	Direct Instruction	Tier 2	Implement	09/04/2012	06/15/2018	\$11000	Title 1 staff, Literacy Coach, administration and Title 1 director **Additional funding for SE and general ed. staff will be general funds.
Parent Communication and Training	Teachers will share student data with parents by explaining parent reports (STAR math) and Eureka Math assessments at conferences, as well as, with on going written communication. Parents will receive a data sheet with report cards 2 times a year reporting student progress on STAR math. Additional information including training in how parents can help their child will be shared at parent workshops, conferences and during math game night.	Parent Involvement	Tier 1	Monitor	08/28/2012	06/15/2018	\$500	All mathematics staff and administration
Parent/Stakeholder Communication	Teachers will communicate with all stake holders classroom learning goals aligned to CCSS and embedded in Eureka Math curriculum by posting in weekly newsletters that are posted to website, emailed, and provided as a hard copy as well. Curriculum and instructional techniques will be shared at family math night as well.	Parent Involvement	Tier 1	Monitor	08/28/2012	06/15/2018	\$500	All staff and administration
Targeted Instruction	Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull out with guided instruction. Special Education Resource Room, Intervention Meetings, hands on learning, technology, and M-STEP practice items.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2012	06/15/2018	\$16500	Title 1 staff, administration, Title 1 Director **Remaining cost for implementation will be covered by General Fund for SE teaching support, etc.

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Targeted Instruction	Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with Number Worlds, including hands on instruction Special Education Resource Room Intervention Meetings Hands on learning and use of technology M-STEP practice items	Direct Instruction	Tier 2	Implement	01/09/2012	06/15/2018	\$33000	Title 1 teacher Title 1 aide Principal
Targeted Instruction	Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull out with guided instruction. Special Education Resource Room, Intervention Meetings, hands on learning, and technology M-STEP practice items.	Academic Support Program	Tier 2	Implement	09/04/2012	06/15/2018	\$16500	Title 1 staff, administration, Title 1 Director **Remaining cost for implementation will be covered by General Fund for SE teaching support, etc.
Targeted Instruction	Students will be supported by additional strategies: Title 1 support in classrooms with guided instruction and co-teaching Title 1 support in pull out with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, Rewiring Phonics, Read Naturally Special Education Resource Room Intervention Meetings hands on learning and technology M-STEP practice items Literature circles Reading Street and My Sidewalks resources	Direct Instruction	Tier 2	Implement	09/10/2012	06/15/2018	\$33000	Title 1 staff, administration and Title 1 director **Additional funding needed for implementation (SE staff) will be covered by general fund.

Title II Part A

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

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Align Assessments to Standards	Teachers will utilize local assessments and assessments, Curriculum Crafter, Mystery Science, and within BCMSC kits. Teachers is 4-6 will work towards creating scales or utilizing already built scales aligned to GLCEs and NGSS to assess the depth of knowledge of the students and identify standards in assessments working towards SBG.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	06/01/2016	06/30/2018	\$1000	All staff, administration and curriculum director, ISD instructional staff
Instructional Coach	Staff will work with an instructional coach to identify areas for instructional improvement and implement recommendations. (This activity will be met through a Math Coach from KRESA, with support from ISD, and through an additional Tier 1 instructional coach.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/01/2015	06/30/2018	\$5000	Curriculum Director, building principal, instructional staff
Learning Goals/Targets/Exit Tickets	Students will improve achievement by understanding clearly what they are learning and the daily targets.	Direct Instruction, Professional Learning	Tier 1	Monitor	09/01/2015	06/30/2018	\$1000	District and building administration, instructional staff
Assessment Alignment to the Standards	Teachers is 4-6 will work towards alignment assessments, creating scales or utilizing already built scales aligned to GLCEs to assess the depth of knowledge of the students in preparation of SBG. Resources used will be Curriculum Crafter, MC3 and local resources.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2014	06/30/2018	\$1000	All teachers of social studies, administration and curriculum director.
Align Assessments to Standards	Teachers will work with ISD instructional staff to align assessments and rubrics to standards in preparation for standards based grading.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1		04/01/2016	06/30/2018	\$1000	ELA teachers, administration, curriculum director, ISD instructional staff
Learning Goals/Targets	Students will increase achievement by understanding learning targets and how they lead to goals. By using exit tickets they will be informed on their learning. We will continue to reinforce targets and goals in the staff meetings and PLCs	Direct Instruction, Professional Learning	Tier 1	Implement	04/01/2016	06/30/2018	\$1000	District administration, building administration and instructional staff.

School Improvement Plan

Centreville Elementary School

Illuminate Data Warehouse	ISD is guiding us through the implementation of Illumination. We will work together to identify teacher teams and add data to the software.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	04/04/2016	06/30/2019	\$1000	District administration, building administration, curriculum director
Illumination Data Warehouse	ISD is guiding us through the implementation of Illumination. We will work together to identify teacher teams and add data to the software.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	05/01/2016	06/30/2019	\$1000	District administration, curriculum director, and building principal
Literacy Coach	As part of the Literacy Network (including literacy leaders), ISD Literacy Coach, and local Literacy Coach support will focus on reading routines, literacy instruction and literacy assessment to improve reading instruction and meet requirements of 3rd Grade Reading Bill.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	03/14/2016	06/30/2018	\$1200	K-3 Teachers Literacy Team Literacy Coaches Curriculum Director ISD trainers and staff Principal
Project Lead the Way	We are implemented one unit of Project Lead the Way STEM curriculum in 2nd grade science. We will expand the curriculum through the general ed. science and possibly enrichment.	Other, Technology, Academic Support Program	Tier 1	Implement	08/01/2016	06/15/2018	\$1000	Curriculum Director Superintendent Lead Teacher
Learning Targets/Goals	Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate to students their mastery. We will continue to revisit goals/targets in staff meetings and PLCs.	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2014	06/15/2018	\$1000	District administration and instructional staff.
BCMCS Kits	We are implementing the use of the Battle Creek Math Science Kits that are aligned to GLCEs and moving towards the demands of NGSS. The kits would be expanded in 5th and 6th grade and 4th grade as resources are available. Funding required includes cost of kits and training for two teachers.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2014	06/30/2018	\$250	4th and 5/6 Science Teachers, Administration and curriculum director.

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Alignment of Assessments to Standards	We will work with consultants to identify standards in assessments to prepare for standards based grading	Academic Support Program	Tier 1	Getting Ready	06/30/2016	06/30/2018	\$5000	Curriculum Director, building principal, ELA teachers, Literacy Coach
Learning Targets/Goals	Students will increase achievement by understanding their learning targets and how they align with goals. Exit tickets will demonstrate to students their mastery. We will continue to review goals and targets in staff meetings and PLCs.	Direct Instruction, Professional Learning	Tier 1		09/01/2014	06/30/2018	\$1000	District administration, building administration and instructional staff
Differentiation and Higher Level Learning	Instructional staff will receive training on differentiating classroom instruction (including center based learning) to offer support for those students needing remediation, but also provide extended learning at higher level to all students. We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.	Professional Learning	Tier 1	Implement	08/19/2013	06/30/2018	\$500	All teachers of social studies, administration and curriculum director.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks	Data Notebooks will be developed for students to monitor their learning.	Direct Instruction	Tier 1	Implement	09/16/2014	06/01/2017	\$100	Administration, School Improvement Team, and instructional staff
Development of Rubrics	Rubrics for narrative, opinion and information will be utilized to assess students at least 2 times a year (per rubric) to inform instruction. Rubrics are written in 4.0 scale and specific to skills being assessed in CCSS.	Direct Instruction	Tier 1	Implement	08/19/2013	06/15/2018	\$0	All ELA staff, administration and curriculum director
Increase use of Technology	Teachers will continue to use technology in the classroom to support and reinforce curriculum. Google Classroom	Technology	Tier 1	Implement	09/15/2014	06/15/2018	\$100	Administration, and instructional staff.

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Curriculum Alignment, Revision and Evaluation	Teachers will work with an instructional leader to align curriculum and revise current curriculum to GLCEs and Reading Common Core (that pertains to SS) and continue to explore/utilize aligned curriculum (Curriculum Crafter, MC3 and MDE Companion Documents). Alignment and revisions will include vocabulary.	Professional Learning	Tier 1	Implement	08/22/2011	06/15/2018	\$1000	All teachers of SS, administration and curriculum director.
Increased use of Technology	Teachers will continue to use technology in the classroom to supplement and reinforce curriculum (Moby Max/Zearn/Khan Academy).	Technology	Tier 1	Implement	08/12/2013	06/15/2018	\$0	Administration, curriculum director and all teaching staff
BCMSC Kits	We are implementing the use of the Battle Creek Math Science Kits that are aligned to GLCEs and moving towards the demands of NGSS. The kits would be expanded in 5th and 6th grade and 4th grade as resources are available. Funding required includes cost of kits and training for two teachers.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2014	06/30/2018	\$1500	4th and 5/6 Science Teachers, Administration and curriculum director.
Parent Communication and Training	Teachers will share student data with parents by explaining parent reports (Dibels, Star, and Reading Street assessments) at conferences. Additional information including training in how parents can help their children will be shared at conferences and through written communication, website, and informational parent meetings (family reading nights).	Parent Involvement	Tier 1	Monitor	09/06/2011	06/15/2018	\$500	All Staff
Key Content Vocabulary	Teachers will continue to focus on vocabulary within the content and curriculum.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2018	\$500	All teaching staff, administration, and curriculum director
Increase use of Technology	Teachers will continue to use technology in the classroom to support and reinforcement curriculum and assessments. Reading Street online tools and assessments. Moby Max and STAR/AR.	Technology	Tier 1	Implement	06/18/2014	06/15/2018	\$500	Administration, and instructional staff
Parent Communication and Training	Teachers will share assessment data with parent including information from scales written and aligned to GLCEs (later Next Generation Science) to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	Tier 1	Implement	08/22/2011	06/15/2018	\$500	All Science staff and administration

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Increase use of Technology	Through the TRIG grant teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on iPad and Chromebooks, as well as, how to utilize individual devices with students to prepare for on line assessments. Teachers will continue to use strategies and resources they learned from TRIG and incorporate more use of the devices within instruction.	Technology	Tier 1	Implement	09/15/2014	06/09/2017	\$100	TRIG Coach, Administration and instructional staff
Differentiation and Higher Level Learning	Instructional staff will review training on differentiating classroom instruction (including center based learning) in PLCs and staff meetings to offer support for those students needing remediation, but also provide extended learning at higher level to all students. We will continue to work with ISD instructional staff.	Professional Learning, Academic Support Program	Tier 1	Implement	08/19/2013	06/30/2018	\$500	All staff, administration, and curriculum director
Use of Data	All teachers will analyze and utilize data from authentic, standards-based, common social students assessments to inform instruction and identify individual students needs. Data will be utilized in multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	Tier 1	Implement	09/04/2012	06/15/2018	\$1000	All teachers of social studies and administration
Key Content Vocabulary	Teachers will continue to focus on vocabulary strategies within the content area and Reading Street.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/23/2010	06/30/2018	\$500	All instructional staff, administration and curriculum director.
Key Content Vocabulary	Teachers will continue to focus on strategies to learn the key content vocabulary for science from MDE Companion Documents, Curriculum Crafter, and BCMSC kits.	Direct Instruction	Tier 1	Implement	08/23/2010	06/15/2018	\$0	All teachers of science, administration, and curriculum director
Use of Data	ELA staff will be trained to analyze data from student writing with common prompts and universal rubrics three times a year. Teachers will work in teams to score writing and report data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.	Direct Instruction	Tier 1	Implement	09/10/2012	06/22/2018	\$1000	All ELA staff and administration

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Local Assessments/Eureka Math	Staff will utilize the assessments (exit, mid-, and end of module) available in Eureka Math to determine the depth of understanding of the students. Assessments are written as a 4.0 scale. The scales will be used to inform instruction and determine level of support needed in MTSS. At this time, assessments will be converted to percents for parents. Activity will be expanded this year to build topic quizzes and clarify mid and end of unit modules to make progress towards standards based grading.	Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Implement	09/01/2014	06/30/2018	\$3000	Teachers of Mathematics
Eureka Math	Our building is at the monitoring and modifying assessment stage of implementation with the Eureka Math (Engage NY) which is a mathematics curriculum aligned to CCSS that includes instructional practices and assessments. Funding requirements will be for purchasing updated modules and additional modules as staff is added.	Curriculum Development	Tier 1	Implement	08/01/2014	06/15/2018	\$2000	Administration, curriculum direction and teachers of mathematics
Curriculum Alignment	Teachers will work with an instructional leader to ensure science curriculum and all GLCEs are incorporated within local curricular units and BCMSC kits. Teachers in grades 4-6 will receive professional development from BCAMSC staff in the alignment of the redesigned kits and NGSS and Michigan's Science Standards. Mystery Science will also be used as a resource.	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2014	06/30/2019	\$1000	All science instructional staff, administration, and curriculum director
Key Content Vocabulary	Teachers will continue to focus on vocabulary strategies within the content and curriculum.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/15/2011	06/30/2018	\$500	All Staff and administration and curriculum director
Key Content Vocabulary	Teachers will continue to focus on vocabulary strategies within the content and curriculum.	Direct Instruction	Tier 1	Implement	08/20/2012	06/15/2018	\$500	All teachers of social studies, administration and curriculum director

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Assessment Tools	<p>All core reading teachers (general ed., special ed. and title staff) will continue to utilize and analyze the results of DIBELS Next and STAR Reading/STAR Early Literacy reading which will be administered at least three times a year (for benchmark information for all students) and every 6-8 weeks (for Tier 2 and 3 students) to monitor student growth and effectiveness of instruction. Besides standardized assessments, teachers will utilize the assessments available in Reading Street.</p> <p>All assessment tools will be utilized by all staff (general ed., special ed. and title staff) to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies in a multi-tiered system of support.</p> <p>Funding is to cover cost of STAR 360 software.</p>	Direct Instruction	Tier 1	Monitor	08/22/2011	06/22/2018	\$1200	Administration, Curriculum Director, all reading teachers & School Improvement Team
Increase use of Technology	Teachers will continue to utilize technology in the classroom to support and reinforce curriculum through the use of Google Classroom and Moby Max.	Technology	Tier 1	Implement	09/16/2014	06/15/2018	\$100	Administration, and instructional staff
My Sidewalks	Intervention teachers (SE and Title 1) will receive training in the implementation of My Sidewalks intervention series.	Direct Instruction, Professional Learning, Academic Support Program	Tier 3	Monitor	06/11/2015	06/22/2018	\$500	Title 1, SE staff, and principal
Reading Street	ELA teachers participate in professional development with Reading Street consultants and will meet with ISD Support Staff to fully implement the curriculum.	Direct Instruction	Tier 1	Implement	08/31/2014	06/22/2018	\$500	All ELA staff, administration and curriculum director
Curriculum Implementation	Teachers will meet with regional instructional leader to monitor the implementation of the Eureka Math curriculum. Teachers will be given opportunity to work with other teachers around the region and county.	Professional Learning	Tier 1	Monitor	08/01/2014	06/29/2018	\$1200	All staff K-3 and 4th-6th math teachers, as well as, administration and curriculum director

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Parent Communication and Training	Teachers will share data from local assessments so be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	Tier 1	Implement	10/10/2011	06/22/2018	\$500	All teachers of social studies and administration
Parent Communication and Training	Teachers will share student data with parents by explaining writing rubrics and M-STEP reports. Additional information including training in how parents can help their children will be shared at conferences, through written communication and website.	Parent Involvement	Tier 1	Implement	10/01/2013	06/15/2018	\$500	All ELA staff
Differentiation and Higher Level Learning in Tier 1 Instruction	Instructional staff will continue to be trained by math coach in incorporating mathematical discourse with fidelity (movement of problem solving in the Eureka lessons to make sure they are incorporating the practice daily). We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.	Professional Learning	Tier 1	Implement	08/13/2012	06/15/2018	\$0	Administration, curriculum director
STAR Math	All teachers (general ed., special ed., and title staff) will receive further training in STAR Math to assess all students three times a year. Fall and winter screening allows us to determine students for interventions and progress monitoring. We will be able to dis-aggregate the data to determine which students are on benchmark and those that are capable of enrichment activities. Spring assessment will continue to offer progress monitoring on students targeted for intervention. Spring assessment will also assess all students on current grade level standards to determine effectiveness of current year's instruction and curriculum alignment. Funding is for yearly software costs.	Academic Support Program	Tier 1	Implement	11/30/2011	06/30/2018	\$1000	Administration, curriculum director, math team leaders. All teachers K-3, 4-6th Math teachers, title, special education and support staff.
Use of Data in PLCs	Teachers will be trained in how to retrieve, utilize, and communicate STAR Math data and local assessments in a PLC community to inform instruction, support student specific needs, and share information with parents and stakeholders.	Direct Instruction	Tier 1	Implement	01/27/2012	06/30/2018	\$500	All staff K-3 and 4-6th grade math teachers, administration and curriculum director

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Differentiation and Higher Level Learning	Instructional staff will receive training on differentiating classroom instruction through ISD Literacy Coach and local Literacy Coach (including center based learning) to offer support for those students needing remediation and also provide extended learning at higher levels to all students. We will continue to revisit the strategies from Alicia Duncan and Kathleen Kryza in PLCs and staff meetings.	Direct Instruction, Professional Learning		Implement	08/20/2012	06/30/2018	\$500	All instructional staff, administration and curriculum director
Reading Street Assessments	With the implementation of the Reading Street curriculum assessments, teachers will determine the appropriate assessments to gain the intended information. Utilizing the resources on line, including assessments, will be additional goals.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/10/2011	06/22/2018	\$750	Reading teachers, principal and title 1 support
Curriculum Alignment: Reading Street	Grade level teachers will meet with ISD Staff to ensure ELA curriculum maps including scope and sequence aligned to Common Core ELA standards for writing is implemented.	Professional Learning	Tier 1	Implement	06/11/2015	06/30/2018	\$1000	Admin., Literacy Coach, ELA teachers and curriculum director