



School Improvement Plan

Reese Elementary School

Reese 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.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Reese Elementary School is a preschool-4 building serving the Village of Reese and its surrounding area. The current school enrollment as of the 2013-2014 school year is 296 students (including preschool GSRP). The enrollment has gradually decreased over the past five years. Reese Elementary does not have students with Limited English Proficiency. There has been an increasing number of students with disabilities in the past five years (students receiving speech and language are included in this number).

9% of students are considered homeless because they do not live in a one family dwelling. This does not necessarily mean they are low-income, but may be living with relatives. This also increases our free and reduced lunch numbers as shown below.

The percentage of students receiving free and reduced lunch is 58.36%. Reese Elementary also provides free breakfast daily to all students. In the months of June and July breakfast, lunch, and a snack are provided to all children under 18 years of age. One factor that may have contributed to the percentage increase for students eligible for free and reduced lunch is the continued declining economy and the loss of jobs in the area. We also have the food backpack program for families in need.

The average number of years teachers in this school have been teaching is 11 years. The average number of years teachers have been assigned to this school is approximately 10.56 years. In those numbers take off one 0-3 year teacher that we laid off last summer.

A unique feature is the wind turbine projects going on in the townships around us. This has generated and continues to generate possible grants for our school.

We also have a district close by, Buena Vista, which has been dissolved. We anticipated this might cause a possible spike in our enrollment, but the students were divided up into 3 other districts: Frankenmuth, Bridgeport, and the City of Saginaw.

School's Purpose

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

Reese Public School District Mission Statement:

The Reese Public Schools system is committed to providing a quality curriculum in a safe educational environment where the students, parents, educational staff, and community unite to assist students in developing academic skills, employability skills, and career awareness.

Reese Elementary School Mission Statement:

The mission of the Reese Elementary School family is to provide a positive educational experience for all children. Working as a team, we achieve the greatest outcomes by allowing for individual differences, building on strengths, and developing self expression. This fosters independent learners and creative thinkers in a safe, caring, and progressive environment in which all children can learn.

Our school provides for this positive education experience for all children by initiating our MiBLSi positive support system. We are finishing up our eighth year of this school-wide support plan with the theme of "Reese Rocket Stars"-Respectful, Responsible & Safe. A majority of our grade levels have common prep time (except all of Grade K) and we meet monthly for grade level meetings to look at our reading and math data for core instruction and interventions. We are now building on strengths and differences by implementing our new math base camps this past fall.

We have Title 1 extra support in classrooms for math, reading and writing.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our notable achievements have been a focus on math curriculum (in our second year) with Excellence in Education (EIE). Future services for fall 2014 will be coordinated with Tuscola Intermediate School District.

Reese Elementary scored well on the 2013 MEAP test. Third grade reading (68%) and math (60%) proficiency scores were higher than the state average of 61% (reading) and 40% (math). Fourth grade reading (75%), math (53%), and writing (59%) proficiency scores were higher than the state average of 70% (reading) and 45% (math), and 51% (writing). Fifth grade scores (which reflect the education provided by the fourth grade teachers) in math (46%) and science (21%) are also higher than the posted state averages.

Reading proficiency for the fifth grade group was only 3% below the state mark of 72%. This is an identified area for improvement for Reese Elementary.

USDA Healthier US School Silver Level award last year!

Continued success with our PE-Nut Program, EPEC and the activities it provides for grades K, 2 & 4 and assemblies/events for the whole school. We are currently applying for Building Healthy Communities grant.

We are preparing for the future Smarter Balance test which our students will be completing in 2015. Kindergarten and first grade will be completing a MDE Spring Pilot math test the week of April 14, 2014.

Additional Information

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

We are very proud of our Great Start Readiness Program (GSRP) and the services it provides for our preschool-aged students.

We are a Title 1 School-wide School and we are proud of last year's Family Math Night, Family Reading Night, Reading Day, and Back-To-School Family Blast Off!

We have interventions for grades K-4 in reading and math (math base camps).

We have Accelerated Math coming fall 2014.

Grades 3 & 4 have after-school math tutoring on Tuesdays and Thursdays.

We have a math club ran by two teachers.

The middle school shares students from an 8th grade career class. These students help our students and teachers in the classroom at certain parts of the day.

We continue to update and add to our technology and follow our updated technology plan. Grades K & 1 have new Smartboards this year. Every grade has a new document camera this year.

Our Sex Education Advisory Board Committee has worked diligently on our Grade 4 HIV unit and our Puberty the Wonder Years unit of curriculum. Our staff will teach both units again this 13-14 school year.

We also provide an opportunity through Health Delivery, Inc. for students to have dental screening and cleaning through their dental bus program.

Third grade participated in the "Think First" awareness program provided by Saint Mary's of Michigan. This program provides a information for students to help keep themselves safe when dealing with brain stem injuries, water safety, and a variety of other topics.

List Psychological services has also been brought to our school to provide programs for our students. These programs focus on substance abuse and bullying.

Our high school Reese Out of Doors works with our B4K, K, 1, 2, 3 and 4 students to bring field trips or activities to our students that promote the love of nature.

Reese High School students also help as part of the National Honor Society. They earn hours from helping teachers, tutoring students and helping at our family events.

Reese High School students also helped video tape our students in a Reese Rocket Star positive behavior support DVD. It is currently on our school network drive for all elementary staff to access.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Reese Elementary school improvement team annually evaluates and analyzes data from MEAP, Ed YES!, Math Easy CBM, DIBELS Next, and Northwest testing (NWEA) and reports results in the Annual Report and to the Board of Education. School improvement team monitors implementation and makes revisions as needed.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

Our meetings were scheduled by texting and emailing to see what best fit schedules. Sometimes when certain stakeholders could not make a session, they were given copies to look over at home and then edit/revise and discuss when we had next meeting.

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

The school improvement team stakeholders consists of three teachers, the building principal, a paraprofessional, the district business manager, and a parent.

One teacher's role is with the development of the Preschool Transition Strategy part--our Early Childhood Lead Teacher.

Two other teachers went to meetings and sessions to learn the lingo and parts of the SIP plan, and they helped fill in the format and details; research.

Our paraprofessional helps with the intervention and strategies part, plus timely additional assistance to students.

Our district manager assists with allocating the funds and resources.

Elementary Principal coordinates the CNA and SIP Plan and participated in all areas to bring everything together in one plan.

The parents concentrate on the Family Engagement piece as well as our Goals & Action Plan part.

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

The final improvement plan was emailed to stakeholders or handed to them when we updated last summer to our new 2012-2015 SIP Plan.

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We last met with stakeholders in May. We will update stakeholders with any changes we are making in August on our on-going 2013-2014 copy.

The school improvement team (which is open to all staff, parents, community) meets monthly to address our 3 goals and the strategies/activities connected to the goals. We schedule the next meeting before we leave to accommodate personal schedules.

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School Data Analysis

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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

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Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends have led us to cut back each year. For the 2012-2013 school year, we laid off one teacher. For the 2013-2014 our staff was reduced by two teachers, one paraprofessional and an hour a day off our half time secretary. Declining enrollment and funds have led to out-sourcing custodians, kitchen and secretarial staff.

How do student enrollment trends affect staff recruitment?

Student enrollment trends have affected staff recruitment in that we have not had to recruit. The staff is working very hard to retain their jobs.

How do student enrollment trends affect budget?

Student enrollment trends have affected our budget in that we have to look at worker's wages and displace teachers--go to larger class sizes. Budget is more selective on what to order for technology, curriculum and purchase orders for teacher supplies.

How do student enrollment trends affect resource allocations?

Student enrollment--the trend is student enrollment is on the decline, so resources are more restricted. Title 1 and technology conference rotations and professional development opportunities are limited.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends affect facility planning and maintenance by having to think about if we should close the middle school building. The topic of closing the middle school has come up again this year. There were concerns over maintenance of that building and it being on the main road. Plus there is a concern of placing 7th and 8th graders up with high school students. Our superintendent has made the decision to bring 5th graders down to the elementary building Fall 2014.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends over the last seven years have shown a slight drop (2%) in parent/guardian conferences. Staff is working harder than ever to engage and help families. Many parents are busy working; transportation or gas issues, we continue to try and get families involved. For the last three years we have had consistent parent attendance with 94% at our November Parent/Teacher Conferences.

How do student enrollment trends affect professional learning and/or public relations?

Our declining student enrollment trend has motivated our staff to continue improving student achievement success so that we have a highly effective school.

What are the challenges you noticed based on the student enrollment data?

We have noticed that our free and reduced lunch numbers are increasing. Our homeless numbers increased by 1%. This does not necessarily mean they are low-income, but may be living with relatives.

Another challenge is that there has been an increasing number of students with disabilities in the past five years (students receiving speech and language are included in this number). We are hoping our new full-time speech and language pathologist can improve speech and language in her caseload so students can be dismissed of her caseload.

What action(s) will be taken to address these challenges?

We will continue to get the word out that students may qualify for free and reduced lunch. Eating breakfast and lunch helps students to perform better and be more alert throughout their day.

We will continue to be attentive on how we qualify families for "homeless" and see what services we can provide for these families.

We will meet and discuss at grade level meetings, child studies and team meetings on helping students show academic growth. We will continue to provide services to help students advance out of the "disability"/special services label.

What are the challenges you noticed based on student attendance?

Student attendance is good. With the help of our Truancy Officer, we have been able to stress the importance of having our students in school. Our parents know the routine and are to notify the office early-morning if their child is not able to go to school that day. We have offered email, phone calls, notes, etc. as a way to communicate with us immediately. When students reach a certain absence number, we (truancy officer, principal, secretary) do take time to meet with parents. We try to keep an open line of communication with the families with an understanding that we want what is best for their child and to have them in school if they are not ill. The challenge is addressing parents who say their child is not able to come to school due to transportation/gas money or missed the bus.

What action(s) will be taken to address these challenges?

We will keep open communication with parents through the use of newsletters and school webpage. Our staff will address at open house our attendance policies. Reese Elementary will continue to assist parents and talk to them before we refer excessive tardies and missed days to the truancy officer.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The highest levels of growth this year were with easyCBM Math growth in NWEA mathematics grades 2-4.

The highest levels of student achievement scores were in reading.

Which content area(s) show a positive trend in performance?

Our mathematics area shows a positive trend in performance.

In which content area(s) is student achievement above the state targets of performance?

The areas in which student achievement is above the state targets of performance:

Grade 3 Math and Reading

Grade 4 Math, Reading and Writing

Our building goes up to Grade 4 so we do look at Grade 5: Math, Reading and Science showed growth from last year, but not above the state.

What trends do you notice among the top 30% percent of students in each content area?

It is challenging to get an "advanced" on the 2013 MEAP for math.

When you think "top 30%" you think they would be advanced. However there is not a high concentration of level 1. We will like to see an increase of the students score advanced (level 1) compared to proficient (level 2).

What factors or causes contributed to improved student achievement?

For reading this could be attributed to a 80-90 minute reading block in K-4 grades. In addition to this time, students that perform below grade level according to DIBELS Next assessments receive an additional 30 minutes of individualized reading instruction per day with a Title I paraprofessional.

In math we look for improved student achievement scores for this upcoming school year due to our FIM coaching and emphasis on math power standards and the CCSS.

How do you know the factors made a positive impact on student achievement?

Our scores increased.

Which content area(s) indicate the lowest levels of student achievement?

The lowest levels of student achievement were math, but now on from the MEAP Fall 13 it is reading 5th grade.

Which content area(s) show a negative trend in achievement?

The results show the percentage of students proficient was 3% below state average.

In which content area(s) is student achievement below the state targets of performance?

Grade 5 Reading below the state targets of performance in MEAP Fall 2013--69% Reese 72% State.

What trends do you notice among the bottom 30% of students in each content area?

We had noticed a trend with our data: Reese Elementary 4th grade "economically disadvantaged" students did better than 3rd grade "economically disadvantaged" in mathematics proficiency. Reading for "economically disadvantaged" did improve over three years for Grade 3.

What factors or causes contributed to the decline in student achievement?

We are looking at the economically disadvantaged factor.

How do you know the factors made a negative impact on student achievement?

We compared scores from economically disadvantaged with not economically disadvantaged.

What action(s) could be taken to address achievement challenges?

We do have "universal" free and reduced lunch as well as we have the "Backpack Program" for our economically disadvantaged students.

We started math base camps this past fall and hope to add ELA base camps.

We started with 6 students for our at-risk math tutoring Grades 3 & 4 and hope to add Grades 2 & 5 Fall 2014.

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Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Hispanic or Latino
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- White
- Hispanic or Latino
- Multiracial
- Male
- Female

In what content areas is the achievement gap closing for these subgroups?*

Trend

4th Grade Writing for males and females.

4th Grade Writing White and Hispanic females.

3rd and 4th Grade Math for males and females.

How do you know the achievement gap is closing?*

We know because we looked and discussed trend of data line graphs on MISchool Data.org.

What other data support the findings?

We are watching our Math easy CBM and NWEA reading, writing and math scores as well.

What factors or causes contributed to the gap closing? (Internal and External)*

We are focusing on mathematics for all students, so we believe the factors are external.

How do you know the factors made a positive impact on student achievement?

We are working on positive math instruction for all students, so we will continue to watch the trends for all males and females. We are working to make sure our special education teacher has his research based curriculum--but that students have time to get the power standard warm ups.

What actions could be taken to continue this positive trend?

We could create two other sections of our math tutoring and continue to focus on math power standards for all students.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

The reading scores were lower for economically disadvantaged.

How do you know the achievement gap is becoming greater?*

We know because we looked and discussed trend of data line graphs on MISchool Data.org. We chart individual growth of math power standards and reading fluency with each homeroom teacher.

What other data support the findings?*

We could begin to cross reference our easy CBM and NWEA with the MI School Data MEAP findings.

What factors or causes contributed to the gap increasing? (Internal and External)*

For writing--thinking external. We do not have explicit interventions for writing.

For economically disadvantaged...just need to make sure we encourage and support breakfast, school supplies, and tutoring.

How do you know the factors lead to the gap increasing?*

We need to look at more writing interventions to see if internally, we can help the gap.

Much focus is on mathematics growth for all these last two years and three more to come.

What actions could be taken to close the achievement gap for these students?*

Writing interventions and more teacher-data time to meet about writing with their grade level. A lot of focus continues to be math this year.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Reese Elementary does not have students with Limited English Proficiency. We continue to monitor the number of students with disabilities in the past five years (students receiving speech and language are included).

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We recognize that our main sub-group here at Reese Elementary is at-risk students (students receiving special education services, economically disadvantaged, transients, students who are not successful with 3 or more reading or math interventions, students that have been retained, or a student that is not reading at grade level). In order to reach this population we provide additional learning time and support for these students by:

Providing students with additional reading and math instruction daily with a Title I paraprofessional.

Weekly progress monitoring at-risk students.

Offering a summer enrichment program which meets 3 hours a day for three weeks.

Provided guided assistance from a paraprofessional in the classroom.

Offering after school math tutoring sessions.

Differentiated instruction by classroom teacher.

Communication at child studies with the entire child study team of experts.

How are students designated 'at risk of failing' identified for support services?

Curriculum Based Measurement (CBM) Math benchmark testing and Northwest Testing (NWEA) data will be collected and reviewed after each screening in the fall, winter, and spring of each year. Data will also be collected from MEAP. DIBELS Next testing data will be

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collected and reviewed after each screening in the fall, winter, and spring of each year. Grade level meetings take place monthly. Data will be compared to the previous years to see if students' scores have improved or if the last three types of interventions were helpful. Data will be charted and staff discuss needs at grade level meetings. Parent letters go home to make parents aware of the support services we are offering.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Grade 1: Accelerated Reader night with family

Grade 2: After-school math club

Grades 3 & 4: After-school math tutoring

Grades 1-4: Homeconnect with Accelerated Reader

All grades: Compass Learning --specific "backpacks"

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school will inform by weekly homeroom newsletters, marking period school newsletters, webpage, Skyward Message Center, School Messenger, Remind 101 text messages and special notes home.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	8.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.0

What impact might this data have on student achievement?

Our teachers have experience with grade level meetings and data. The 4-8 years teachers keep coming up with new ideas. The 9+ want to keep right up with best practices and see what the 4-8 years ideas are. The 15+ are knowledgeable on what factors we need to consider and look at overall--what assistance we may need. Teachers are taking ownership of striving for better math and reading interventions. Staying on best practices will lead to higher student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	64.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	128.0

What impact might this data have on student achievement?

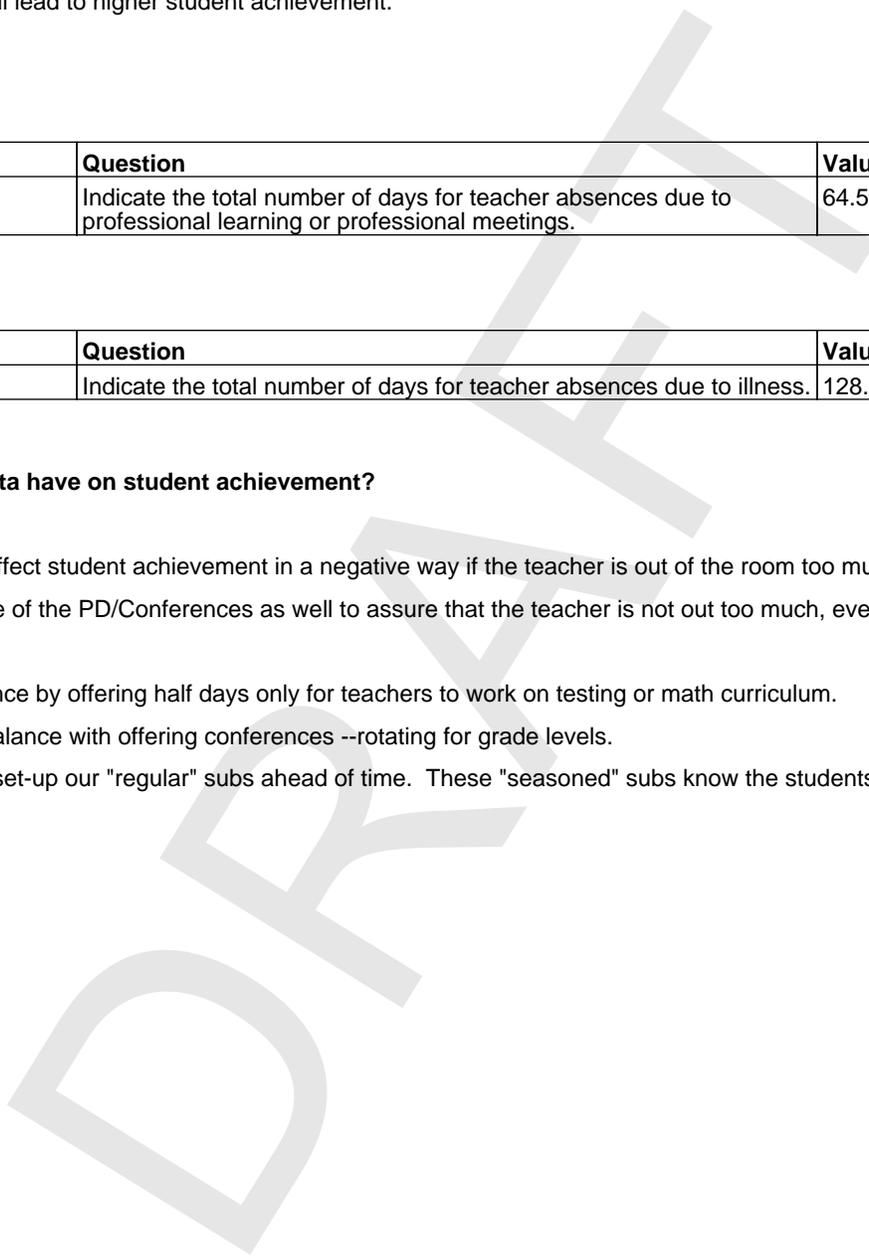
Teacher absenteeism can affect student achievement in a negative way if the teacher is out of the room too much.

There needs to be a balance of the PD/Conferences as well to assure that the teacher is not out too much, even if due to professional development.

We were able to find a balance by offering half days only for teachers to work on testing or math curriculum.

We are also able to find a balance with offering conferences --rotating for grade levels.

Teacher have been able to set-up our "regular" subs ahead of time. These "seasoned" subs know the students and routine.



Perception Data - Students

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

12/13 Early Elementary Students K-2 indicated the highest overall level of satisfaction with "My teacher wants me to do my best." (104 agree/105 total)

*13/14 Early Elementary Students K-2 (151) The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

12/13 Elementary Students 3 & 4 indicated the highest overall level of satisfaction with "In my school my teachers want me to do my best work." (97 agree/105 total)

13/14 Elementary Students 3 & 4 (104) The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

*Teachers and paraprofessionals led the surveys in small groups for Early Elementary Students...beginning profile part confusing.

Which area(s) show a positive trend toward increasing student satisfaction?

We are not able to pin-point a positive trend toward increasing student satisfaction since we revised our student surveys this 2012-2013 school year. The staff felt the student survey questions last year were too vague.

13-14 The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

Positive result last year 11-12 was "Students feel they learn a lot at school."

Positives this year 12-13 were early elementary and elementary questions with

"My teacher wants me to do my best."

"In my school my teachers want me to do my best work."

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

Early Elementary Students K-2 indicated the lowest overall level of satisfaction with "My family likes to come to my school." (25 disagree/out of 105 total)

13-14 Early Elementary Students K-2 (151) The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

Elementary Students 3 & 4 indicated the lowest overall level of satisfaction with "My principal and teachers ask me what I think." (37 disagree/out of 105 total)

13-14 Elementary Students 3 & 4 (104) The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

Which area(s) show a trend toward decreasing student satisfaction?

We are not able to pin-point a positive trend toward increasing student satisfaction since we revised our student surveys this 2012-2013 school year. The staff felt the student survey questions last year were too vague.

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13-14 The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

Last year 11-12 result was "students not liking to come to school."

This year 12-13 decreased satisfaction with "My family likes to come to my school" (early elem.) and "My principal and teachers ask me what I think." (upper elem.)

What are possible causes for the patterns you have identified in student perception data?

13-14 The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

12-13 Areas of strength were students knowing that the school wanted them to do their best! That is a positive. Causes--staff does repeat that often, "Do your best" and also the PBS of be "responsible, respectful and safe" may be a cause of do your best.

Areas of improvement pattern: Not sure on why some did not feel their family did not like to come to school? Maybe their family is not able to come to school a lot since they work? Several parents volunteer for book clubs, so maybe the early elementary associated this with not wanting to come?

Asking the older elementary what they think? I can see them wanting us to ask them more. That is fair to do.

What actions will be taken to improve student satisfaction in the lowest areas?

13-14 The staff closed this window at end of school. Reviewing data Aug. 2014 PD Days.

After reviewing the results of 12-13, the actions that can be taken to improve student satisfaction:

Continue to invite families to come to Family Nights and to volunteer in the school.

Having the discussion with the staff about inquiring with the students on what they think and listen to them.

Perception Data – Parents/Guardians

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

The area with the overall highest level of satisfaction among parent/guardians in the google.docs survey 2013-2014 school year:
I feel that my child is safe at our school. 63% strongly agree and 33% agree.

(2012-2013 school year:

My child enjoys going to school. 63% strongly agree and 28% agree).

Also 2013-2014

I believe the quality of my child's reading and writing were both 96% appropriate.

(2012-2013 school year I believe that the quality of my child's reading program is...
99% appropriate0

Which area(s) show a trend toward increasing parents/guardian satisfaction?

13-14 The trend is an increase in feeling safe at school. This is a compliment since we have worked hard on double glass door security, locked playground gates and adult greeters at circle drive in morning and afternoon.

12-13 The trend toward increasing was parents feeling the quality of the school's reading program is appropriate was 99% 2011-2012 as well as this year 2012-2013.

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

The area that indicated the overall lowest level of satisfaction among parents/guardians for 2013-2014 was Teachers at my child's school are dedicated and enthusiastic about my child's education. Strongly agree 48% Agree 27%.

The area that indicated the overall lowest level of satisfaction among parents/guardians for 2012-2013 was students showing respect for one another at school. This was an area of improvement last year as well on our parent/guardian survey.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

13-14 Teachers very concerned at our SIP meeting discussion of results again on this one! They are wondering of any comments or why test % low again on this "teacher" one.

12-13 Note *We had an error we caught half way through on the order of the rating scale for "Teachers at my child's school are dedicated
SY 2014-2015

and enthusiastic about my child's education. The "agrees" were going opposite way. Results for this question are inaccurate.

So that question is void, so the trend toward decreasing satisfaction would be students showing respect for one another at our school. That would be in relation to who strongly agrees and who just agrees, though. So 80% total strongly agree or agree students show respect for one another.

What are possible causes for the patterns you have identified in parent/guardian perception data?

13-14 We hope to continue Responsible Respectful and Safe attitudes in our school and continue to offer the Nancy Laethem "stop bullying" classes. We also have Ronald McDonald assembly.

12-13 In "students showing respect for one another at school", we believe there is a heightened awareness of trying to stop bullying. One of the programs in place at Reese Elementary is "Stop, Walk, and Talk." This encourages students to solve problems in a positive way and seek adult assistance if the problem is not solved or persists. Students are also encouraged to be Reese Rocket Stars, which promotes respect, responsibility, and safety in the school setting. Weekly Reese Rocket Star assemblies are held to recognize students that have displayed these characteristics throughout the week. We are aware that we are in need of a behavior intervention program, and are looking into implementing a program in the near future.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

13-14 Staff believes we can use more "respectful" reminders and lessons. Continue Mrs. Laethem; add new social worker ideas; add more assemblies.

12-13 We will continue with "Stop, Walk, and Talk" in Grades K-1 and Nancy Laethem's Anti-bullying sessions for Grades 2-4. This encourages students to solve problems in a positive way and seek adult assistance if the problem is not solved or persists. Students are also encouraged to be Reese Rocket Stars, which promotes respect, responsibility, and safety in the school setting. Weekly Reese Rocket Star assemblies are held to recognize students that have displayed these characteristics throughout the week. We are aware that we are in need of a behavior intervention program, and are looking into implementing a program in the near future.

Perception Data – Teachers/Staff

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

13-14 The overall highest level of satisfaction among teachers/staff is "Our staff is dedicated and enthusiastic about all students' education."

59% Strongly agree

41% Agree

(Same as last year)

12-13 The overall highest level of satisfaction among teachers/staff is "Our staff is dedicated and enthusiastic about all students' education."

59% Strongly agree

41% Agree

Which area(s) show a trend toward increasing teacher/staff satisfaction?

12-13 Area of strength according to staff:

A large majority both this year and last feel that staff members are dedicated and enthusiastic about students' education.

13-14 Area of strength according to staff:

A large majority both this year and last feel that staff members are dedicated and enthusiastic about students' education.

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

13-14 The lowest overall level of satisfaction among teachers/staff was "I am satisfied with the way discipline is handled at school."

11% Strongly agree

56% Agree

19% Neutral

11% Disagree

4% Strongly Disagree

(same as last year)

& "I believe the quality of our school's writing program is"

too easy 4%

appropriate 69%

too difficult 0%

Other 27%

12-13 The lowest overall level of satisfaction among teachers/staff was "I am satisfied with the way discipline is handled at school."

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- 11% Strongly agree
- 56% Agree
- 19% Neutral
- 11% Disagree
- 4% Strongly Disagree

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

13-14 The trend is toward the way discipline is handled at Reese Elementary.

12-13 The trend is toward the way discipline is handled at Reese Elementary.

What are possible causes for the patterns you have identified in staff perception data?

13-14 Areas of strength patterns: Our school keeps parents informed about student progress and performance. & Our school provides help to students who are struggling academically.

Areas of improvement patterns: We will continue to help those with discipline issues with a BIP behavior intervention program. This would also help with the way discipline is handled at Reese Elementary. We have been focusing heavily on math and reading with our coaches and team support. Need to focus again soon on writing.

12-13 Areas of strength patterns: Staff is happy to come to work and we have a wonderful working environment. Supportive.

Areas of improvement patterns: We are aware that we are in need of a behavior intervention program, and are looking into implementing a program in the near future. This would also help with the way discipline is handled at Reese Elementary.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

13-14 N/A

12-13 N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Reese Elementary staff have input into the decisions regarding the use of school-based academic assessments in the following ways:

Teachers work together with curriculum building team leaders to talk about new strategies to improve student scores.

Teachers attend monthly staff meetings to share data and analyze to improve academic achievement of all students.

Teachers attend district-wide curriculum meetings to discuss current assessment needs.

Second through fourth grade teachers meet to discuss results of the Northwest Evaluation Association (NWEA) test, which measures students reading and math skills.

The MiBLSi team and the staff currently collect reading/behavioral data to determine the needs of all students. Each grade level team meets monthly to analyze data which they use to implement their research validated methods for reading interventions.

Second, Third and Fourth grade teachers meet annually to analyze MEAP data and create an action plan. Curious of what the new state test will look like. We did pilot a K & 1 math practice test online.

What evidence do you have to indicate the extent to which the standards are being implemented?

We have evidence on our updated K, 1 and 2 report cards that the CCSS are being implemented.

We have templates where grade levels worked two years ago with a TISD coach on ELA and math.

We have implemented Math Power Standards the last two school years in grades K-4. We have progress monitoring results/graphs and/or data walls.

Discussions with EIE coaches and follow up at professional development days--sign in sheets.

Professional development sign-in sheets for Math CCSS professional development.

Grades K & 1 updated their curriculum past the Saxon Math. 1st creates own; K piloted Go Math this past year.

Evidence in principal walk throughs and observations.

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School Additional Requirements Diagnostic

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Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

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School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	<p>Literacy: DIBELS Next Grades K-4 NWEA (ELA & Reading) Grades 2-4 MEAP Reading Grade 3; MEAP Reading & Writing Grade 4</p> <p>Math: easyCBM Grade K-4 NWEA Mathematics Grades 2-4 MEAP Mathematics Grades 3 & 4</p> <p>Student Achievement Information at http://www.tuscolaisd.org/AER/ Student Achievement Information at http://www.mischooldata.org/</p>	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The 2013 AER is attached. Our AER is also available at: http://www.reese.k12.mi.us/LinkClick.aspx?fileticket=shN7INpqq6A%3d&tabid=54&mid=1061	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	N/A We are a Preschool through 4th grade school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	N/A We are a Preschool through 4th grade school.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Keith Wetters Superintendent 1696 S. Van Buren Road P.O. Box 389 Reese, MI 48757 (989) 868-9864	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Reese Elementary School, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a school policy for parents/guardian involvement at Reese Elementary School. See attached 2012-2015 School Improvement Plan. (pages 41-44)	School Improvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our Reese Elementary School Parent-Student-Teacher Compact is printed as a tri-fold pamphlet and was distributed at our August 28, 2013 Back to School Family Blast-Off and discussed with parents at November 11 & 12, 2013 Parent-Teacher Conferences.	RES Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	Please refer to our Program Evaluation Tool 2014.	

Title I Schoolwide Diagnostic

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Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A small group of teachers worked with me spring and early summer to conduct the comprehensive needs assessment at MISchool Data TISD sessions and at SIP meetings. Information was updated with information gathered from Child Studies data, MISchool Data site and Title 1 intervention paraprofessionals as well.

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

Based off 2012 and 2013 CNA findings, we decided to continue the 3-5 year cycle goal and work with a math curriculum team of coaches to help increase our proficiency in mathematics MEAP scores and now the proposed Smarter Balance. There names are Blake and Molly from Excellence in Education (EIE). They continue to look over our history and current results of MEAP, easyCBM, CCSS curriculum and report cards standards K-2. We continue to see an increase o NWEA math RIT scores Grades 2-4 and math easyCBM growth. The Fall 2013 MEAP showed Reese 3rd graders at 60% proficient (State ave. % 40), 4th graders 53% (State ave. 45), 5th graders 46% proficient (State ave. % 45). Based on this years' CNA finds we will continue the 2014-2015 school year with these math coaches (with the help of TISD coordination) and prepare ourselves for the next state test by focusing on the FIM, math power standard warm ups, progress monitoring tests, and data walls.

We will continue to focus on our goals of reading, writing and math. We will design our strategies and SIP activities around these goals.

We focused heavily on math last year, but will continue to have a reading and writing focus and strengthen the family engagement entity. Our Program Evaluation Tool will be reading's DIBELS Next.

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

The math goal was connected to the results showing the percentage of students proficient was significantly below the state average two years ago. We are making gains because we were focusing on that need the last 2 years.

The reading goal was connected to continuing to analyze our reading interventions and adjusting them at monthly grade levels if not working to move students up a level. Reading scores have showed a trend for exceeding statewide scores for MEAP: Grade 3 Reese 68 State 61 Grade 4 Reese 75 State 70; Grade 5 69 State 72. Grade 5 a bit lower than average this year so moving Grade 5 down to elementary for this and other reasons.

Writing goal will continue. We would like to increase our "economically disadvantaged" students' proficiency scores. We have a mix of Step Up to Writing and Writing Workshop strategies; as well as Handwriting with out Tears.

Adding a Title 1 Teacher this year to assist principal and teachers with improving our interventions.

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?

Reese Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advance or proficient level in the following ways:

Teachers meet monthly to identify students performing below state standards in reading and math by reviewing DIBELS Next and easy CBM data and monitoring student progress in interventions.

Teachers meet each marking period to evaluate student writing and devise a plan for increasing writing success.

Timely, effective, additional assistance is provided to assist students performing below grade level in the following ways:

Students receive research based interventions in math and reading in addition to the reading and math curriculum. The following research based interventions are provided. See component 2 for research regarding these interventions.

Compass Learning

Comprehension Plus

Corrective Reading

Funnix

Lexia

K-PALS, First Grade PALS, Teacher Directed PALS, and Math PALS

Phonics for Reading

Read Naturally

ROad to the Code

Sounds Partners

Mastering Math Facts

Step Up to Writing

Writing Workshop

Individual needs of the students are being addressed in the classroom in the following ways:

Reteach

Wait time

Paraphrasing material into student's language

More time on assignments

Reduced assignments

LRE aides

Centers

Group work

Peer tutoring

Project-based learning

Small group teachers

Manipulatives

Phonic Ear system

Parents and grandparent helpers

Field trips

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Classroom guest speakers

Accommodation and modification are made based on child study and IEP meetings

Guided reading groups/book clubs accommodate different levels of reading

Use of graphic organizers

Teacher directed PALS is taught 3 days a week in Kindergarten and First Grade

Daily 80-90 minutes reading blocks are in place at all grade levels to insure quality uninterrupted reading instruction.

Daily 5 (1st-3rd grade)

Summer Enrichment is offered for at-risk students

Students with special needs receive special education itinerant services through our Tuscola ISD

Psychologist

Social Worker

Speech Therapy

Physical Therapy

Occupational Therapy

Audiologist

Autism Impaired Consultant

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Component 2: Schoolwide Reform Strategies

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

For Reading, Math and Writing: Strategy 2-The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward system to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety--our students are "Reese Rocket Stars". Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in reading.

For Reading: Strategy 3-It is important for on-level students and above level students to be continually monitored and challenged in the classroom. Therefore, classroom teachers administer the following reading instruction so students remain or surpass benchmarks.

Accelerated Reader Program

Peer tutoring opportunities

Regular book clubs for individualized instruction

Compass Learning reading instruction on the computers for individualized learning

Daily 5 (Grades 1-3)

80-90 minutes reading block

For Writing: Strategy 1-Writing Workshop-Our direction has been to incorporate Step Up to Writing and best practices from Writing Workshop. We will continue work on a scope and sequence and common rubrics for our teachers. Striving towards a common language of key writing words for students (We had a PD on Six Traits--need to move forward).

Handwriting Without Teachers -This program is implemented in our preschool and Kindergarten classes in addition to our writing curriculum since the 09-10 school year. Research by Graham, Harris and Fink (2000) suggest that "children who experience difficulty mastering this skill (handwriting) may avoid writing and decide that they cannot write, leading to arrested writing development." Handwriting affects both fluency and the quality of composition. Our staff monitors this strategy and has decided to continue to implement the program in preschool and kindergarten and transition it to first grade with a modified version.

For Mathematics: Strategy 3-It is important for on-level students and above level students to be continually monitored and challenged in the classroom. Therefore, classroom teachers administer the following math instruction so student remain or surpass benchmarks.

Math manipulatives ("Math Buckets" and activities are available for classroom usage

Peer tutoring

Math PALS

Accelerated Math --getting updated Accelerated Math and Training in 2014-2015

Compass Learning math instruction on the computer for individualized learning

Math centers focusing on current math concepts

After-school math tutoring for Grades 2-5 November - May (2014-2015)

Daily Power Standard warm ups

Bi-weekly progress monitoring of warm ups

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).

Currently Reese Elementary School provides instruction in all general education classrooms and intervention program using the following methods and strategies that we have found increase the quality and quantity of instruction: Compass Learning, Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Teacher Directed PALS, and Math PALS, Phonics for Reading, Read Naturally, Road to the Code, Sound Partners, Mastering Math Facts, Accelerated Math, Step Up to Writing, Summer Enrichment, Accelerated Reader, Handwriting Without Teachers, and Daily 5.

Based on an evaluation of the use of the above mentioned resources two areas of needs were identified. This includes training in the updated version of Accelerated Math and Math PALS refresher. We are also looking forward to improving our math base camps by focusing more on NWEA scores and utilizing our Title 1 Teacher. Expanding NWEA to include Grades K & 1 as well.

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

For reading

Corrective reading - Corrective Reading consists of two major strands, Decoding and Comprehension, which can be used separately as a supplemental intervention program or combined as a comprehensive intervention program for students in grades 3-12 who are reading below grade level. Researchers designed Corrective Reading specifically to change the behavior of the struggling reader. It may be used with students who are deficient in decoding, fluency, comprehension, and vocabulary skills. The goal of the Decoding strand is to teach the alphabetic principle and phonemic awareness skills students need to read a variety of text materials accurately and rapidly. The goal of the Comprehension strand is to develop academic language skills to use in comprehending oral language and written language, then independently applying these skills to complex written materials. The teacher, paraprofessional, or tutor delivers daily lessons that vary in length according to the strand and number of students in the group. Each strand requires 45-55 minutes of instruction for groups of 15 or less. (http://www.fcrr.org/FCRRReports/PDF/Corrective_Reading.pdf)

The Daily 5 - The Daily 5 is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. There is explicit modeling practice, reflecting, and refining that takes place during the launching phase, preparing the foundation for a year of meaningful content and instruction tailored to meet the unique needs of each child. Read to someone gives children the opportunity to read out loud which helps with fluency. Part of read someone is doing check for understanding. Good readers understand (comprehension) what they read which is the purpose of check for understanding. When children work on writing it helps them become better writers. This in turn helps children with reading as reading and writing go hand in hand. Children listen to fluent readers (listen to reading) because it models for them what good readers sound like as they read. Children must work with words, manipulate words (word work) in order to become better spellers. The whole training part of Daily 5 (building stamina, modeling correct and incorrect behaviors, I-charts) is to build muscle memory.

For math to continue our 3-5 year cycle of bringing up our math levels in MEAP to Levels 1 & 2 or proficient on the new state test

Compass Learning - CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.

Math PALS - Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual

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explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations. Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division. (<http://www.ocisems.com/Products/ProductLineList.aspx?cat=501&catName=Math&pll=50100&pllName=Mastering+Math+Facts>).

Also aligning with the findings and a driving force for the following:

After-school math tutoring for Grades 2-5

Daily Power Standard warm ups with bi-weekly progress monitoring

EIE Curriculum Coaches

Creation of math base camps-interventions school wide

A total of a 5 year math plan with EIE

An addition of a Title 1 Teacher

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.

Grade level meetings and common prep times are where our staff analyze the interventions and level of interventions needed.

The strategies in the school wide plan that provide a level of interventions for the students who need the most instructional support in reading are:

Compass Learning, Comprehension Plus, Corrective Reading, Daily 5 best practices, Funnix, Lexia, K-PALS, First Grade PALS, Teacher Directed PALS, Phonics for Reading, Read Naturally and Road to the Code.

For those who need the most instruction support in math:

Compass Learning, Math PALS, and Mastering Math Facts.

After-school math tutoring (groups of 6) has been a helpful support system for our school.

Going into our 2nd year of Math Base Camps to can target key concepts for different levels of need.

Hiring a Title 1 Teacher to focus and lead the RTI process with the principal, teachers and Title 1 Paraprofessionals.

For those in need of more instruction in writing:

Inclusion of a Title 1 Paraprofessional in the classroom.

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

Monthly Grade Level Meetings

Regular Progress Monitoring

Notes

Charts tracking progress and interventions used

Team Meetings

Child Studies

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Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Yes, all of our instructional paraprofessionals are highly qualified. One hundred percent of the Reese Elementary School Instructional Paraprofessionals have passed the ACT WorkKeys Assessments for Title 1 Paraprofessionals as required by the Michigan Department of Education under the No Child Left Behind Act of 2001. We are a Title 1 School wide Program.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Yes, currently one hundred percent of Reese Elementary School teaching staff is highly qualified. All teachers possess state certification and are highly qualified to teach in their content area.</p>	

DRAFT

Component 4: Strategies to Attract Highly Qualified Teachers

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

Currently, Reese Elementary School does not have a problem with high teacher turnover rates. We had to lay off one teacher the summer of 2012; we had to transfer a teacher to the middle school summer of 2013 and for 2014 we had 3 retire in our district after a buy-out offer.

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

Years of Teaching Experience (15 Teachers 2013-2014)

0-3 years	0
4-8 years	8
9-15 years	1
15 +	6

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

The following are specific initiatives to attract and keep high-quality teachers:

- New Teacher Academy at the TISD
- Three-year mentoring program for non-tenured teachers
- Professional development and conference opportunities
- Welcoming community and staff
- Supportive family association (REFA)
- Competitive salary and benefits
- Renovations to technical equipment and security
- Updated textbooks and curriculum
- Addition of gym, library, and computer lab (2001)
- New playground equipment (2008)
- New technology items like document cameras, Smartboards, iPads
- Common grade level prep times for teachers

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

The following are specific initiatives the district has to attract and keep high-quality teachers:

- New Teacher Academy
- Three-year mentoring program for non-tenured teachers

School Improvement Plan

Reese Elementary School

Professional development and conference opportunities

Welcoming community and staff

Athletic passes to home events

Competitive salary and benefits

Renovations to technical equipment and security

Updated textbooks and curriculum if possible with budget

Math curriculum coaches from Education in Excellence FIM

New playground equipment (2008)

New technology items like document cameras, Smartboards, iPads and a focus on pursuing more grant money

Support of common grade level prep times for teachers

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?

Currently, Reese Elementary School does not have a problem with high teacher turnover rates.

DRAFT

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 and the goals of the school improvement plan.

Reading:

MISchool Data for School Improvement and State Reporting Training Team Workshops

Compass Learning Training

Read Naturally Training

DIBELS Next Training

Daily 5 Literature

Math:

MISchool Data for School Improvement and State Reporting Training Team Workshops

Compass Learning Training

FIM Math Curriculum

EIE Power Standards and Progress Monitoring Coaching

Go Math Curriculum Grade K Pilot and Consultant Meetings

Writing:

StepUp to Writing Leader advice

Handwriting Without Tears B4K-1

Writing Workshop Process

Family Engagement:

Follow up on School, Family and Community Partnership Your Handbook for Action Joyce L. Epstein and Associates--reading material, teacher discussion and connection with Deb Dewey, Vassar

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

Reese Elementary School staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the three goals of our school improvement plan. Principal keeps a chart of rotating grade level teams for conferences.

The building completes the annual Advanc-ed ASSIST Education YES! Assessment to help the school identify areas of strengths and opportunities for improvement. This information is used to determine appropriate professional development to meet the needs of students and staff. Principal also looks at each teachers SMART goals to see where PD in certain areas is requested or needed.

School Improvement Plan

Reese Elementary School

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

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Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the design of the parental involvement component of the school wide plan by meeting with the school improvement team at monthly school improvement meetings throughout the school year. Parents also took home several drafts and revised ideas with red pen or conversed at our Reese Elementary Family Association Meetings.

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

Parents were involved in the implementation of the parental involvement component of the school wide plan by meeting with the school improvement team at monthly school improvement meetings throughout the school year.

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

In the spring of each school year the school improvement team, including parents, analyzes results and program for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement. We add revisions in blue font on google docs. Hoping our new Title 1 Teacher can help lead in evaluating at meetings more and monitoring the Program Evaluation Tool with the principal and staff.

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		Reese Elementary Parent Involvement Policy

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

In accordance with Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) our school offers opportunities for family engagement in the following areas.

Reese Elementary assists parents in understanding the State's content standards and assessments and how to monitor their child's progress by:

Mailings to parents explaining intervention and progress monitoring sessions to update and inform parents of student progress

Sending quarterly report cards and mid-quarter progress reports

Providing online access to student progress (Parent Access Portal/Skyward)

Inviting parents to quarterly Title I/school wide parent meetings

Reese Elementary provides materials and training to help parents work with their children by:

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Holding parent-Teacher conferences 2011 94% participation; 2012 94% participation; 2013 94% participation
Inviting parents to "Love and Logic" parenting seminars (materials provided)--not provided on site by TISD this year. Have to go to other sites
Hosting a math game night (Did math tutoring instead for 2013-2014--bringing this night back in Winter 2015)
Hosting a reading pajama party (March 15, 2013/March 21, 2014)
Hosting monthly AR reading nights (2 so far)
Back to School Family Blast-off orientation (August 29, 2012/August 28, 2013/August 28, 2014)

Currently, parents are informed of Common Core State Standards via weekly homeroom newsletters. Our plan is to provide parents with content standard booklets (these are in a parent friendly format meaning they were designed for parents) from the state website at Open House and they will also be available by request.

Reese Elementary trains staff to build effective parent involvement by:

Training our preschool staff to conduct GSRP home visits.

Informing parents at Open House how to communicate in student planners and daily communication folders

Providing staff with professional development on strategies to increase parental involvement (Deb Dewey)

Encouraging weekly teacher newsletters (currently, all Reese Elementary teachers/principal send weekly or monthly newsletters)

Providing in-services for teachers/principal to develop and update their classroom/school web page which includes things like calendars, spelling words, weekly updates, newsletters, learning links, etc.

Providing in-services for Skyward training which allows parents to check and monitor their child's academic progress

Providing in-services on proper E-mail usage and effective/professional communication with parents, teachers, and school personnel

School Messenger phone messages

Reese Elementary collaborates with other programs to coordinate parent involvement by:

Working with the Great Start Readiness Program (GSRP) and Kindergarten staff to organize an Open House, schedule parent/teacher conferences, invite parents on field trips, and Kindergarten Round-up

Assisting the Reese Elementary Family Association to invite all parents to monthly meetings and fundraising activities. We do this by including meeting information in newsletters and on webpages and sending REFA flyers home with students

Accommodating Boy Scout and Girl Scout troops to hold their meetings in our building and sending flyers home with students for parents to become involved

Working with Little League and Softball to get parent volunteers for coaching/concessions for games

Reese Elementary provides information in a format and language that parents can understand by:

Holding a yearly open house for preschool thru fourth grade to explain classroom procedures and expectations in a format and language that parents can understand. Accommodations are made for parents who are unable to attend like phone calls or schedule a conference
sending weekly teacher newsletters in clear, concise language (currently, all Reese Elementary teachers/principal send weekly or monthly newsletters)

Providing access to Skyward and Accelerated Reader HomeConnect which allows parents to check and monitor their child's academic progress (clear instructions are sent home to parents explaining how to access and decipher information)

Corresponding with parents through e-mail in a format and language that parents can understand

Reese Elementary provides other reasonable support for parent involvement as parents may request by:

Inviting parents to monthly parent committee meetings (Reese Elementary Family Association)

Providing parents who are unable to meet during regularly scheduled conference times the following alternatives: alternate date, before/after school, phone conferences, texting and e-mail.

Providing additional materials such as leveled readers, A.R. books, math manipulatives or worksheets are sent home if parents request

Reese Elementary provides full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children by:

Currently, Reese Elementary does not have parents with a disability that would interfere with carrying out parental involvement. The staff is concerned, however, about the limited English proficiency of a couple of our Hmong parents in the district. We are currently looking into any services provided through our local TISD or HISD.

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

We plan to evaluate the parent involvement/family engagement component through surveys and focus groups. The results will be reviewed by the school improvement team and necessary revisions will be made.

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

The results will be discussed with the staff and parents at School Improvement Plan meetings to see which strategies, activities and interventions are working or not working for student achievement and school wide success.

8. Describe how the School-Parent Compact was developed.

The school-parent compact was developed originally by looking at other samples from other schools. Then a focus group of teachers and parents put together what best represented our school. Then we revised and edited the compact over several SIP meetings. We re-look at this compact for possible revisions once a year.

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

The school-parent compact is handed out at our Back To School Family Blast-Off Open House in August. This year this event will be August 28, 2014. Then teachers go over the compact with each family during the November Parent-Teacher Conferences. The compact is also a link on our elementary webpage.

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 is handed out at our Back To School Family Blast-Off Open House in August. This year this event will be August 28, 2014 Grades B4K-5. Then teachers go over the compact with each family during the November Parent-Teacher Conferences. The school-parent compact is also a link on our elementary webpage www.reese.k12.mi.us.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Reese Elementary School Compact 2014-2015

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

Teachers meet annually with all parents at parent-teacher conferences to review student progress, and provide individual student assessment results in a language that the parents can understand, including an interpretation of those results by Section 1111 (b) (3). The results will be personally interpreted by teachers and relayed to parents so they fully understand. Parents of student receiving additional support (interventions) will receive regular "parent-friendly" updates on their child's progress. If the need arises, phone calls will be made to verify parents understanding of information. Monthly Child Studies, where staff can go into more detail and explanation, are also available.

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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?

Reese Elementary School has transition plans that follow the Great Start Readiness Program guidelines. The school has a plan for connecting with preschool age children such as:

Routine planning meetings to articulate curriculum flow

Bi-annual home visits

Preschool orientation

Kindergarten Open House / round-up

Get Set For School - Literacy, Math, & Handwriting without Tears

Parent - Community Advisory / Curriculum Committee meets twice a year

Bi-annual Parent - teacher conferences

Educational field trips

Developmental Screening Instrument - Early screening inventory used to identify children who may need special educational services in order to perform successfully in school. Screening covers visual-motor, adaptive language and cognition, and gross motor

Provides resources and weekly newsletters/web page to parents

Literacy kits and library books sent home on a weekly basis

Creative Curriculum assessment tool and TS Gold, the child progress and planning report is used to inform parents of child's progress and provides proper placement for Kindergarten

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?

The preschool transitioning program includes providing training to preschool parents and preschool teachers/aides on the skills the students will need when they enter Kindergarten. The training includes:

Annual attendance to the NAEYC Early Childhood Conference

CPR & First Aid certified

Math Focused Instructional Model (FIM) Professional Development coaching

Handwriting Without Tears training

Compass Learning training

Referrals to support learning through the TISD (Tuscola Intermediate School District) as needed for suspected or diagnosed disabilities

Monthly parent volunteer opportunities so proper literacy strategies can be observed

Parents are provided with Parent & Child Magazine

Parents are offered opportunities to attend county workshops (i.e. Love & Logic, Early-On, 4-C's)

Exposure to multiple languages (basics in sign language, Spanish, & Chinese)

Weekly computer lessons

4 I-Pads in classroom; plus projector and Apple TV--one to one training by our tech person

New phonic ear system--one to one training by system company

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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?

Reese Elementary staff have input into the decisions regarding the use of school-based academic assessments in the following ways:

Teachers work together with curriculum building team leaders to talk about new strategies to improve student scores.

Teachers attend monthly staff meetings to share data and analyze to improve academic achievement of all students.

Teachers attend district-wide curriculum meetings to discuss current assessment needs.

Second through fourth grade teachers meet to discuss results of the Northwest Evaluation Association (NWEA) test, which measures students reading and math skills. We are adding Grades K & 1 to this testing and bringing down the fifth grade to our elementary building.

The MiBLSi team and the staff currently collect reading/behavioral data to determine the needs of all students. Each grade level team meets monthly to analyze data which they use to implement their research validated methods for reading interventions.

Second, Third, Fourth grade teachers meet annually to analyze MEAP data and create an action plan. Now looking at whatever new state test will be.

Teachers attend district-wide curriculum meetings to discuss results of the Northwest Evaluation Association (NWEA) test, and some staff went to a training this past school year.

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

Reese Elementary staff have input into the decisions regarding student achievement data analysis for the purpose of improving the academic achievement of all students in the following ways:

Using our NWEA, DIBELS Next, math easy CBM and CNA information, teachers work together with curriculum building team leaders to talk about new strategies to improve student scores. Teachers work together with curriculum building team leaders to talk about new strategies to improve student scores.

Teachers work together with building team leaders and FIM Leaders to talk about new strategies to improve student scores.

Teachers attend monthly staff meetings to share data and analyze to improve academic achievement of all students.

Teachers attend district-wide curriculum meetings to discuss current assessment needs.

Assigned a Teacher to be Title 1 Teacher for upcoming Fall 2014.

Our GSRP Teacher and Principal attend Early Childhood Meetings at the TISD. Incorporating the Grade K Teachers.

Second through fourth grade teachers meet to discuss results of the Northwest Evaluation Association (NWEA) test, which measures students reading and math skills.

The MiBLSi team and the staff currently collect reading/behavioral data to determine the needs of all students. Each grade level team meets monthly to analyze data which they use to implement their research validated methods for reading interventions.

Second, Third, and Fourth grade teachers meet annually to analyze MEAP data and create

an action plan.

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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.

Reese Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level in the following ways:

Teachers meet monthly to identify students performing below state standards in reading and math by reviewing DIBELS Next and Math Easy CBM data and monitoring student progress in interventions.

Teacher review their math power standard progress monitoring results--graphing or creating data walls. EIE coach available in person, PD, or email.

Teachers meet each marking period to evaluate student writing and devise a plan for increased writing success.

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?

Timely, effective, additional assistance is provided to assist students performing below grade (the proficient) level in the following ways:

Students receive research based interventions in math and reading in addition to the reading and math curriculum.

The following research based interventions are provided. See component 2 for research regarding these interventions.

Compass Learning

Comprehension Plus

Corrective reading

Funnix

Lexia

K-PALS, First Grade PALS, Teacher Directed PALS, & Math PALS

Phonics for Reading

Read Naturally

Road to the Code

Sound Partners

Mastering Math Facts

Step Up to Writing

Writing Workshop

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

Individual needs of the students are being addressed in the classroom in the following ways:

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Reteach

Wait time

Paraphrasing material into student's language

More time on assignments

Reduced assignments

LRE aides

Centers

Group work

Peer tutoring

Project-based learning

Small group teaching

Manipulatives

PhonicEar system--looking to update our system with possible grant

Parent and grandparent helpers

Field trips

Classroom guest speakers

Accommodations and modifications are made based on child study and IEP meetings.

Guided reading groups / book clubs accommodate different levels of reading.

Use of graphic organizers

Teacher directed PALS is taught 3 days a week in Kindergarten and first grade.

Daily 80-90 minute reading blocks are in place at all grade levels to insure quality uninterrupted reading instruction.

Daily 5 (1st - 3rd grade)

Summer Enrichment is offered for at-risk students.

Students with special needs receive special education itinerant services through our Tuscola ISD.

Psychologist

Social Worker

Speech Therapy

Physical Therapy

Occupational Therapy

Audiologist

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.

Reese Elementary School coordinates and integrates all programs and resources toward the achievement of the school wide goals. Funds will be used to provide a positive educational experience for all children.

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.

Support Programs: Title I, Title IIA, Reese Elementary Family Association (REFA), general fund, Great Start Readiness Program (GSRP), 31A, PE-Nut Grant, Building Healthy Communities Grant (new for Fall 2014) and elementary principal's fund.

1) *Title 1= Reese Elementary School wide Plan

2) *Title 1 & General Fund= Reese Elementary School Improvement Plan/School wide Title 1, School Improvement Charpeople, Planning involvement coordinator, Data manager.

3) *All instructional staff is currently highly qualified

4)*Title 1

*Title 11, Part A

*General Fund

*REFA

*31 A = New Teacher Academy (TISD), New Teacher Mentoring Program, Professional Development and Conference Opportunities, Welcoming community, Supportive family association (REFA, Competitive salary and benefits

5) *Title 1

*General Fund

*PE-Nut & Building Healthy Communities Grant =
Excellence In Education (EIE) coaching and training

FIM Model coaching and training

Math PALS training

Writing training

Handwriting Without Teachers

Compass Learning Training

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Bureau of Education & Research Conferences

Common Core State Standards math alignment

Anti-Bullying training

MiBLSi conference

MACUL conference

Behavior interventions training

Skyward

Follow up to Deb Dewey-Family Engagement training Joyce L. Epstein and Associates

6) *Title 1

*REFA

*General Fund

*PE-Nut

*Building Healthy Communities =

Family Math Game Night

Family Orientation

Family Reading Night

Love & Logic Parent Training (TISD)

Child Studies

Parent-Teacher Conferences

DIBELS Next Informational Meeting (K-5 now)

Accelerated Reader Parent Night (Grade 1)

7) *GSRP

*General Fund =

Kindergarten Round Up (Pre K)

Orientation (Pre K)

Kidergarten room visitation (Pre K)

B4K Program (GSRP) Looking to add second room/more slots

Advertising in newspaper and marquee

NAEYC Early Childhood Conference

8) *Principal's Fund

*General Fund =

Grade Level Meetings

Staff Meetings

SIP Meetings

District Curriculum Professional Development Meetings

9) *Title 1

*General Fund =

Summer Enrichment (K-5)

Paraprofessionals

Title 1 Teacher

After school tutoring (2-5)

Reading & Math Interventions ((K-5)

Reading & Math Intervention training

Child Studies

Handwriting Without Teachers (Pre K-1)

10) *Title 1

*General Fund =

Coordination and integration of Federal, State, and local programs and resources is completed by administration and Central Office.

Free and reduced universal breakfast and lunch program.

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.

We have Physical Education and Nutrition Program (PE-Nut) and now Building Healthy Communities Grant for 2014-2015 as well. Funds will be used to provide a positive educational experience for all children.

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Evaluation:

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

The Reese Elementary school improvement team annually evaluates and analyzes data from MEAP, ASSIST Ed YES!, Math Easy CBM, DIBELS Next, and Northwest testing (NWEA) and reports results in the AER. School improvement team monitors implementation and makes revisions as needed.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

Our new Title 1 Teacher will work in connection with our Title 1 Directors (Principal & Budget Secretary).

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 Reese Elementary school improvement team annually evaluates and analyzes data from MEAP, Ed YES!, Math Easy CBM, DIBELS Next, and Northwest testing and reports results in the Annual Report and to the Board of Education. School improvement team monitors implementation and makes revisions as needed.

EIE coaches assist us the the indicators and power standards of the mathematics growth.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

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.

We will be taking notes, checklists, and using our graph data for reading and math intervention for students at red level.

We meet at a child study if three interventions have been used and not working--to see how to assist student or modify our interventions.

We will be monitoring the Program Evaluation Tool.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Reese Elementary school improvement team annually evaluates and analyzes data from MEAP, ASSIST Ed YES!, Math Easy CBM, DIBELS Next, and Northwest testing and reports results in the Annual Report and to the Board of Education. School improvement team

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monitors implementation and makes revisions as needed.

Grade level teams meet monthly to analyze results and programs for at risk students to maximize achievement. Individual student intervention plans are revised as needed to make sure that students are achieving the standards.

In the spring of each school year the school improvement team analyzes results and programs for all students. Our building school improvement plan is revised as necessary to ensure continuous student improvement.

Using Program Evaluation Tool for reading DIBELS Next.

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Reese Elementary SIP Plan June 30, 2014-2015

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Overview

Plan Name

Reese Elementary SIP Plan June 30, 2014-2015

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Reese Elementary School will increase their mathematics skills at all levels.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$80536
2	All students at Reese Elementary School will show improvement in reading comprehension and fluency at all levels.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$71453
3	All students at Reese Elementary School will show improvement in their written expression.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$69591
4	All students will have a social worker available twice a week..	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$17500

Goal 1: All students at Reese Elementary School will increase their mathematics skills at all levels.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency 85% in Mathematics by 05/29/2015 as measured by easyCBM for Grades K-5.

Strategy 1:

CCSS Power Standards - Education in Excellence (EIE) will provide Professional Development and Learning with our staff to provide guidance with power standard warm ups and progress monitoring. Teachers will use data to identify key concepts (power standards). These concepts will be taught throughout the school year during daily warm ups. Students will be assessed bi-weekly using progress monitoring tests. Teachers will use data to focus on the areas of need through intervention. There is a 3 day EIE Professional Development Training August 12, 13, and 14 where we will provide a stipend for our teachers attending.

Research Cited: FIM--The Focused Instructional Model is a research-based method of delivering a focused curriculum that provides time for progress monitoring and remediation. After the key concepts are chosen, the FIM can be broken down into three major components: 1) Warm-ups, 2) Progress Monitoring Tests, 3) Intervention/Celebration. (<http://www.excellenceined.org>)

Tier: Tier 3

Activity - Power Standard Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 minutes of the beginning of each math lesson will be devoted to our teacher-created CCSS power standard warm ups. The results will be monitored with progress monitoring test every two weeks. Education in Excellence CCSS power standard training in August (3 days with stipend). Professional Development and support throughout the year in mathematics.	Academic Support Program	Tier 1	Implement	09/02/2014	06/04/2015	\$3700	Title I Part A	Homeroom Teachers and Special Education Teachers.

Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement. The Education in Excellence coaches will assist in ideas for beneficial math/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Title I Part A	Teachers

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Strategy 2:

MiBLSI - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward Discipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in math.

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reese Rocket Stars green incentive tickets and class passes handed out on a daily basis by all staff. Weekly RRS assemblies take place to promote and recognize Responsible, Respectful and Safe students. MiBLSi Teaching Mathematics Through Practice-Rich Tasks B4K-1st Grade.	Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$85	Title I Part A	Teachers, Principal, Paraprofessionals, Bus Drivers, Secretaries

Strategy 3:

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of extra support in mathematics. The teacher will provide timely extra assistance to ensure mastery of the curriculum.

Research Cited: The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program. "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

Tier: Tier 3

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:15 to 4:15. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Implement	11/04/2014	05/28/2015	\$6750	Title I Part A, Title I Part A	Teachers

Activity - Base Camps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be assigned to a skill specific intervention class twice a week.	Academic Support Program	Tier 3	Implement	10/07/2014	05/14/2015	\$200	Title I Part A	Teachers and Paraprofessionals.
Activity - Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3 weeks of math enrichment skills based on Common Core Power Standards. Students are recommended for Summer Enrichment from NWEA, easyCBM, and Power Standard progress monitoring data; as well teacher recommendation.	Academic Support Program	Tier 2	Monitor	06/18/2015	07/09/2015	\$3679	Title I Part A	Summer Enrichment Teaching Staff (which includes co-directors)
Activity - Individualized Intervention Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Mastering Math Facts/Math PALS/Compass Learning Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used. Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn. Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations. Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division. Accelerated Math-individualized math exercises and practice for students Accelerated Math Training for teachers Moby Max-online math assistance for students Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	09/30/2014	05/29/2015	\$35987	Title I Part A, Title I Part A, Title I Part A, Title I Part A	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
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Activity - Multi-Tiered System of Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be offered support by a variety of math activities provided by teachers, Title 1 Teacher leadership/teaching and paraprofessionals.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$27860	Title I Part A	Teachers, Title 1 Teacher and Title 1 Paraprofessionals

Strategy 4:

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen math support at home.

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the

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Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to attend an evening of playing math games with their child/children.	Parent Involvement	Tier 1	Implement	02/19/2015	02/19/2015	\$500	Title I Part A	Teachers and Paraprofessionals.

Activity - Back to School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag of math flashcards. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Title I Part A	Teachers, Title 1 Teacher, Principal

Goal 2: All students at Reese Elementary School will show improvement in reading comprehension and fluency at all levels.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in DIBELS Next benchmark in English Language Arts by 05/29/2015 as measured by DIBELS Next benchmark.

Strategy 1:

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of extra support in reading. The teacher will provide timely extra assistance to ensure mastery of the curriculum.

Research Cited: The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program. "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

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National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, Washington, D.C.

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develop phoneme awareness in low-income inner-city classrooms: Does it make a difference? Reading and Writing: An interdisciplinary Journal 6: 1-17.

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Tier: Tier 3

Activity - Multi-Tiered System/Reading Interventions (RTI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction (80-90 minutes blocks). Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally, Lively Letters and Road to the Code. Reading apps for iPads.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$63510	Title I Part A, Title I Part A, Title I Part A, Title I Part A	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Activity - Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3 weeks of reading skills based on grade level curriculum content. Students are recommended for Summer Enrichment from NWEA, DIBELS Next data; as well teacher recommendation.	Academic Support Program	Tier 2	Monitor	06/18/2015	07/09/2015	\$3679	Title I Part A	Summer Enrichment staff (including co-directors)
Activity - Reading Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the upper elementary grades engage in a variety of literacy-based activities throughout the day.	Academic Support Program	Tier 1	Implement	03/19/2015	03/19/2015	\$100	Other	Teachers, Title 1 Teacher, and Principal

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Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial reading/technology- connection workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Title I Part A	Teachers

Strategy 2:

Positive Behavior Support - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward Discipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in reading.

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier: Tier 1

Activity - Responsible, Respectful & Safe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reese Rocket Stars	Behavioral Support Program			09/03/2013	06/02/2014	\$150	General Fund	Teachers, Principal, Paraprofessionals, Bus Drivers

Strategy 3:

Accelerated Reader Program - We feel that it is important for on-level students and above level students to be continually monitored and challenged in the classroom.

Therefore, classroom teachers administer the following reading instruction so students remain or surpass benchmarks:

Accelerated Reader program.

This program will also help assist students that are Tier 2 & Tier 3.

Research Cited: Accelerated Reading

Chall, J., & Dale, E. (1995). Readability revisited. Cambridge, MA: Brookline.

Donahue, P.L., Voelkl, K.E., Campbell, J.R. & Mazzeo, J. (1999). NAEP 1998 reading report card for the nation and states. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Flesch, R. (1968). A readability formula that saves time. Journal of Reading, 11, 513-516.

National Reading Panel (2000). Teaching children to read: An evidence-based

assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development,

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Washington, D.C

Peak, J. & Dewalt, M. (1994). "Reading achievement: effects of computerized reading management and enrichment." ERS Spectrum: Journal of School Research and Information 12, 1:31-34.

Tier: Tier 3

Activity - Accelerated Reader-Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online Reading Comprehension Questions and Vocabulary	Academic Support Program	Tier 1	Monitor	09/02/2014	06/04/2015	\$1819	Title I Part A	Teachers, Title 1 Teacher and Paraprofessionals, Parent Volunteers

Strategy 4:

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen reading support at home.

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the lower elementary grades engage in a variety of literacy-based activities. Families are invited to read with their child/children.	Parent Involvement	Tier 1	Monitor	03/20/2015	03/20/2015	\$300	Title I Part A	Teachers, Title 1 Teacher, and Principal

Activity - Family Accelerated Reader Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to learn about our Accelerated Reader (A.R.) Program and then read with their child. Also they may take a couple A.R. tests.	Parent Involvement	Tier 1	Monitor	11/20/2014	11/20/2014	\$120	Title I Part A	Teachers

Activity - Back To School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag that includes a book. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Title I Part A	Teachers, Title 1 Teacher, Principal
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Goal 3: All students at Reese Elementary School will show improvement in their written expression.

Measurable Objective 1:

A total of 40 Fourth grade students will demonstrate a proficiency on state assessment writing scores in English Language Arts by 04/15/2015 as measured by Level 1 & Level 2 Writing Assessment.

Strategy 1:

Title 1 Teacher - The Title 1 teacher will be utilized to assist students who are in need of extra support in writing. The teacher will provide timely extra assistance to ensure mastery of the curriculum.

Research Cited: The Title I teacher will be responsible for organizing and implementing a K-5 RTI (response to intervention) program. "RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty" (Cortiella, 2006).

* Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.

Tier: Tier 3

Activity - Research based writing interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Step Up to Writing, Writing Workshop The following research based writing interventions will be used in the classroom with all students; Step Up to Writing-research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Writing depends on several processes that operate recursively with one another –generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Bensinger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. Step Up to Writing Beal, Carole R. (1996). The role of comprehension monitoring in children’s revision skills. Educational Psychology Review 8 (3): 219-238. Berninger, Virginia Wise, Robert D. Abbott, Diane Whitaker, Leihua Sylvester, and Susan B. Nolen. (1995). Integrating low- and high-level skills in instructional protocols for writing disabilities. Learning Disability Quarterly 18 (4): 293-309. Gersten, Russell, and Scott Baker: (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. The Elementary School Journal 101 (3): 251-272. Swanson, H. Lee, Maureen Hoskyn, and Carole Lee. Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. New York: Guilford Press, 1999. U.S. Dept. of Education, National Center for Education Statistics. (2003). The Nation’s Report Card: Writing 2002 (NCES 2003-529). Washington DC: U.S. Government Printing Office.</p> <p>Writing Workshop Calkins, L. (1994). The Art of Teaching Writing. Hinemann.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/04/2015</p>	<p>\$62177</p>	<p>Title I Part A, Title I Part A</p>	<p>Title 1 Teacher, Teachers, Title 1 Paraprofessionals</p>
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Activity - Author Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Author Visit for Grades K-2 and also for Grades 3-5. Grade 5 all-day writing activity included.	Other	Tier 3	Implement	01/05/2015	01/30/2015	\$1500	Title I Part A	Teachers, Title 1 Teacher and Principal
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Activity - Young Writers Contest	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write to a writing prompt. 4 per grade level are chosen to visit author and celebrate their writing at this 2nd Annual Kingston event.	Other	Tier 1	Implement	05/21/2015	05/21/2015	\$200	Title I Part A	Teachers, Title 1 Teacher and Principal

Activity - Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3 weeks of reading skills based on grade level curriculum content. Students are recommended for Summer Enrichment from teacher recommendation of writing process growth.	Academic Support Program	Tier 2	Implement	06/18/2015	07/09/2015	\$3679	Title I Part A	Summer Enrichment staff (including co-directors)

Activity - Professional Development/Conferences for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial writing/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Title I Part A	Teachers

Strategy 2:

Positive Behavior Support - The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) team and the staff will examine student discipline data through the Skyward Discipline to determine the areas of concern in our Positive Behavior Support (PBS) program. Prevention and support will be given by the staff so as to reinforce Respect, Responsibility, and Safety. Improving student self-esteem and decreasing the number of office referrals will allow students to spend more time improving their scores in writing.

Research Cited: Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)

Tier:

Activity - Responsible, Respectful and Safe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reese Rocket Stars	Behavioral Support Program			09/03/2013	06/06/2014	\$150	General Fund	Teachers, Principal, Paraprofessionals, Bus Drivers
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Strategy 3:

Handwriting Without Tears - Handwriting Without Tears – This program will be implemented in our preschool and Kindergarten classes in addition to our writing curriculum in the 2009-10 school year. Recent research by Graham, Harris and Fink (2000) suggest that “children who experience difficulty mastering this skill (handwriting) may avoid writing and decide that they cannot write, leading to arrested writing development.” Recent research also implies that “handwriting is critical to the production of creative and well-written text (Graham & Harris, 2005).” Handwriting affects both fluency and the quality of the composition. Our staff will monitor this strategy for a year and then decide if we will continue to implement, and if so, extend the curriculum to first grade the following year.

Research Cited: Handwriting Without Tears

Case-Smith, J. (2002). MACROBUTTON HtmlResAnchor Effectiveness of school-based occupational therapy intervention on handwriting. American Journal of Occupational Therapy 56, 17-25.

ERIC Development Team (1997). MACROBUTTON HtmlResAnchor Six Questions educators should ask before choosing a handwriting program. ERIC Digest [ED 409 589].

Tier: Tier 3

Activity - Handwriting Without Tears	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Handwriting Without Tears in Grades B4K-1	Academic Support Program	Tier 3	Implement	09/02/2014	06/04/2015	\$0	Title I Part A	Teachers

Strategy 4:

Family Engagement - Families will be invited to participate in activities designed to promote and strengthen writing support at home.

Research Cited: Meaningful family engagement in children's early learning supports school readiness and later academic success. National Association for the Education of Young Children (NAEYC).

Tier: Tier 1

Activity - Author's Tea	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create writings and share them with their families.	Parent Involvement	Tier 3	Getting Ready	12/12/2014	12/12/2014	\$50	Title I Part A	Teachers

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Activity - Biography Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students go through the writing process to create biography reports. They present these to their families at a Biography Day event.	Parent Involvement	Tier 1	Monitor	04/16/2015	04/16/2015	\$60	Title I Part A	Teachers
Activity - Back to School Family Blast-Off	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag which includes writing activity book/pencil. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Title I Part A	Teachers, Title 1 Teacher, Principal

Goal 4: All students will have a social worker available twice a week..

Measurable Objective 1:

demonstrate a behavior that is respectful (no bullying behaviors), responsible and safe. A social worker will be available for small group discussions to promote, teach and encourage the three RRS behaviors. by 06/05/2015 as measured by a decline trend of Skyward discipline behaviors/offenses in grades K-5.

Strategy 1:

Group lunch/recess - The social worker will conduct peer to peer groups or small group discussions at recess. Then students can eat lunch together with counselor in the cafeteria or in an extra classroom. Participates in the referral of students to outside agencies.

Research Cited: MiBLSI model; our school chose responsible, respectful and safe as our positive behavior support.

Tier: Tier 3

Activity - Social worker small group discussions; peer to peer groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social worker communicates with teachers and administrator to set up one-one or small group sessions.	Behavioral Support Program	Tier 3	Implement	09/02/2014	06/05/2015	\$17500	Title I Part A	New social worker Social worker consults and collaborates with teachers, administrator and parents.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Responsible, Respectful and Safe	Reese Rocket Stars	Behavioral Support Program			09/03/2013	06/06/2014	\$150	Teachers, Principal, Paraprofessionals, Bus Drivers
Responsible, Respectful & Safe	Reese Rocket Stars	Behavioral Support Program			09/03/2013	06/02/2014	\$150	Teachers, Principal, Paraprofessionals, Bus Drivers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Back To School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag that includes a book. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Teachers, Title 1 Teacher, Principal
Handwriting Without Tears	Handwriting Without Tears in Grades B4K-1	Academic Support Program	Tier 3	Implement	09/02/2014	06/04/2015	\$0	Teachers
Power Standard Warm Ups	10 minutes of the beginning of each math lesson will be devoted to our teacher-created CCSS power standard warm ups. The results will be monitored with progress monitoring test every two weeks. Education in Excellence CCSS power standard training in August (3 days with stipend). Professional Development and support throughout the year in mathematics.	Academic Support Program	Tier 1	Implement	09/02/2014	06/04/2015	\$3700	Homeroom Teachers and Special Education Teachers.

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Positive Behavior Support	Reese Rocket Stars green incentive tickets and class passes handed out on a daily basis by all staff. Weekly RRS assemblies take place to promote and recognize Responsible, Respectful and Safe students. MiBLSi Teaching Mathematics Through Practice-Rich Tasks B4K-1st Grade.	Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$85	Teachers, Principal, Paraprofessionals, Bus Drivers, Secretaries
Individualized Intervention Assistance	<p>Mastering Math Facts/Math PALS/Compass Learning Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used.</p> <p>Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.</p> <p>Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations.</p> <p>Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division.</p> <p>Accelerated Math-individualized math exercises and practice for students Accelerated Math Training for teachers Moby Max-online math assistance for students Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	09/30/2014	05/29/2015	\$34317	Teachers, Title 1 Teacher and Title 1 Paraprofessionals

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Multi-Tiered System/Reading Interventions (RTI)	Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction (80-90 minutes blocks). Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally, Lively Letters and Road to the Code. Reading apps for iPads.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$50	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Summer Enrichment	Approximately 3 weeks of math enrichment skills based on Common Core Power Standards. Students are recommended for Summer Enrichment from NWEA, easyCBM, and Power Standard progress monitoring data; as well teacher recommendation.	Academic Support Program	Tier 2	Monitor	06/18/2015	07/09/2015	\$3679	Summer Enrichment Teaching Staff (which includes co-directors)
Summer Enrichment	Approximately 3 weeks of reading skills based on grade level curriculum content. Students are recommended for Summer Enrichment from NWEA, DIBELS Next data; as well teacher recommendation.	Academic Support Program	Tier 2	Monitor	06/18/2015	07/09/2015	\$3679	Summer Enrichment staff (including co-directors)
Family Accelerated Reader Night	Families are invited to learn about our Accelerated Reader (A.R.) Program and then read with their child. Also they may take a couple A.R. tests.	Parent Involvement	Tier 1	Monitor	11/20/2014	11/20/2014	\$120	Teachers

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Individualized Intervention Assistance	<p>Mastering Math Facts/Math PALS/Compass Learning Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used. Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn. Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations. Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division. Accelerated Math-individualized math exercises and practice for students Accelerated Math Training for teachers Moby Max-online math assistance for students Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	09/30/2014	05/29/2015	\$50	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Summer Enrichment	<p>Approximately 3 weeks of reading skills based on grade level curriculum content. Students are recommended for Summer Enrichment from teacher recommendation of writing process growth.</p>	Academic Support Program	Tier 2	Implement	06/18/2015	07/09/2015	\$3679	Summer Enrichment staff (including co-directors)

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Professional Development/Conferences for Teachers	Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement. The Education in Excellence coaches will assist in ideas for beneficial math/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Teachers
Base Camps	All students will be assigned to a skill specific intervention class twice a week.	Academic Support Program	Tier 3	Implement	10/07/2014	05/14/2015	\$200	Teachers and Paraprofessionals.
Math Tutoring	Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:15 to 4:15. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Implement	11/04/2014	05/28/2015	\$6500	Teachers

School Improvement Plan

Reese Elementary School

Individualized Intervention Assistance	<p>Mastering Math Facts/Math PALS/Compass Learning Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used. Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn. Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations. Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division. Accelerated Math-individualized math exercises and practice for students Accelerated Math Training for teachers Moby Max-online math assistance for students Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	09/30/2014	05/29/2015	\$300	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Biography Day	Students go through the writing process to create biography reports. They present these to their families at a Biography Day event.	Parent Involvement	Tier 1	Monitor	04/16/2015	04/16/2015	\$60	Teachers

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Individualized Intervention Assistance	<p>Mastering Math Facts/Math PALS/Compass Learning Students who are performing below grade level will receive math interventions in addition to regular math classroom instruction. Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used. Compass Learning – CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn. Math PALS – Vanderbilt Kennedy Center for Research on Human Development; numerous studies by Fuchs, Fuchs, et al., indicated added value of preparing students to formulate conceptual mathematical explanations during PALS; results showed that (a) students with LD, as well as other low-, average-, and high-performing classmates, provides better explanation more when taught to formulate conceptual explanations, and (b) students who were taught methods to formulate conceptual mathematical explanations achieved better in mathematics. Based on the study, PALS incorporates training for students in formulating conceptual mathematical explanations. Mastering Math Facts - this supplemental math program is used in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Provides practice and assessment by operation-addition, subtraction, multiplication and division. Accelerated Math-individualized math exercises and practice for students Accelerated Math Training for teachers Moby Max-online math assistance for students Math apps for iPads</p>	Academic Support Program	Tier 3	Monitor	09/30/2014	05/29/2015	\$1320	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
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Reese Elementary School

<p>Multi-Tiered System/Reading Interventions (RTI)</p>	<p>Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction (80-90 minutes blocks). Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally, Lively Letters and Road to the Code. Reading apps for iPads.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/04/2015</p>	<p>\$27860</p>	<p>Teachers, Title 1 Teacher and Title 1 Paraprofessionals</p>
<p>Author's Tea</p>	<p>Students create writings and share them with their families.</p>	<p>Parent Involvement</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>12/12/2014</p>	<p>12/12/2014</p>	<p>\$50</p>	<p>Teachers</p>

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School Improvement Plan

Reese Elementary School

<p>Research based writing interventions</p>	<p>Step Up to Writing, Writing Workshop The following research based writing interventions will be used in the classroom with all students; Step Up to Writing-research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Writing depends on several processes that operate recursively with one another –generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Bensinger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. Step Up to Writing Beal, Carole R. (1996). The role of comprehension monitoring in children’s revision skills. Educational Psychology Review 8 (3): 219-238. Berninger, Virginia Wise, Robert D. Abbott, Diane Whitaker, Leihua Sylvester, and Susan B. Nolen. (1995). Integrating low- and high-level skills in instructional protocols for writing disabilities. Learning Disability Quarterly 18 (4): 293-309. Gersten, Russell, and Scott Baker: (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. The Elementary School Journal 101 (3): 251-272. Swanson, H. Lee, Maureen Hoskyn, and Carole Lee. Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. New York: Guilford Press, 1999. U.S. Dept. of Education, National Center for Education Statistics. (2003). The Nation’s Report Card: Writing 2002 (NCES 2003-529). Washington DC: U.S. Government Printing Office. Writing Workshop Calkins, L. (1994). The Art of Teaching Writing. Hinemann.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/04/2015</p>	<p>\$27860</p>	<p>Title 1 Teacher, Teachers, Title 1 Paraprofessionals</p>
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School Improvement Plan

Reese Elementary School

Young Writers Contest	Students write to a writing prompt. 4 per grade level are chosen to visit author and celebrate their writing at this 2nd Annual Kingston event.	Other	Tier 1	Implement	05/21/2015	05/21/2015	\$200	Teachers, Title 1 Teacher and Principal
Social worker small group discussions; peer to peer groups	Social worker communicates with teachers and administrator to set up one-one or small group sessions.	Behavioral Support Program	Tier 3	Implement	09/02/2014	06/05/2015	\$17500	New social worker Social worker consults and collaborates with teachers, administrator and parents.
Professional Development/Conferences for Teachers	Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial writing/integration of technology workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Teachers
Back to School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag of math flashcards. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Teachers, Title 1 Teacher, Principal
Multi-Tiered System/Reading Interventions (RTI)	Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction (80-90 minutes blocks). Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally, Lively Letters and Road to the Code. Reading apps for iPads.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$1283	Teachers, Title 1 Teacher and Title 1 Paraprofessionals

School Improvement Plan

Reese Elementary School

Professional Development/Conferences for Teachers	Teachers will attend professional development workshops or conferences. An inspiring and informed teacher is an important school-related factor influencing student achievement, The Title 1 Teacher will assist in ideas for beneficial reading/technology- connection workshops/seminars/conferences.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1333	Teachers
Author Visit	Author Visit for Grades K-2 and also for Grades 3-5. Grade 5 all-day writing activity included.	Other	Tier 3	Implement	01/05/2015	01/30/2015	\$1500	Teachers, Title 1 Teacher and Principal

School Improvement Plan

Reese Elementary School

<p>Research based writing interventions</p>	<p>Step Up to Writing, Writing Workshop The following research based writing interventions will be used in the classroom with all students; Step Up to Writing-research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Writing depends on several processes that operate recursively with one another –generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Bensinger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. Step Up to Writing Beal, Carole R. (1996). The role of comprehension monitoring in children’s revision skills. Educational Psychology Review 8 (3): 219-238. Berninger, Virginia Wise, Robert D. Abbott, Diane Whitaker, Leihua Sylvester, and Susan B. Nolen. (1995). Integrating low- and high-level skills in instructional protocols for writing disabilities. Learning Disability Quarterly 18 (4): 293-309. Gersten, Russell, and Scott Baker: (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. The Elementary School Journal 101 (3): 251-272. Swanson, H. Lee, Maureen Hoskyn, and Carole Lee. Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. New York: Guilford Press, 1999. U.S. Dept. of Education, National Center for Education Statistics. (2003). The Nation’s Report Card: Writing 2002 (NCES 2003-529). Washington DC: U.S. Government Printing Office. Writing Workshop Calkins, L. (1994). The Art of Teaching Writing. Hinemann.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/04/2015</p>	<p>\$34317</p>	<p>Title 1 Teacher, Teachers, Title 1 Paraprofessionals</p>
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School Improvement Plan

Reese Elementary School

Family Math Night	Families are invited to attend an evening of playing math games with their child/children.	Parent Involvement	Tier 1	Implement	02/19/2015	02/19/2015	\$500	Teachers and Paraprofessionals.
Multi-Tiered System of Supports	All students will be offered support by a variety of math activities provided by teachers, Title 1 Teacher leadership/teaching and paraprofessionals.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$27860	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Multi-Tiered System/Reading Interventions (RTI)	Reading Interventions for Grades K-5 Tier 2 & Tier 3 students under the leadership and teaching of a Title 1 Teacher. Students who are performing below grade level will receive reading interventions in addition to regular reading classroom instruction (80-90 minutes blocks). Once interventions are in place, students will be progress monitored weekly. The following research based reading interventions will be used: Compass Learning , Comprehension Plus, Corrective Reading, Funnix, Lexia, K-PALS, First Grade PALS, Phonics for Reading, Read Naturally, Lively Letters and Road to the Code. Reading apps for iPads.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/04/2015	\$34317	Teachers, Title 1 Teacher and Title 1 Paraprofessionals
Accelerated Reader-Renaissance Learning	Online Reading Comprehension Questions and Vocabulary	Academic Support Program	Tier 1	Monitor	09/02/2014	06/04/2015	\$1819	Teachers, Title 1 Teacher and Paraprofessionals, Parent Volunteers
Math Tutoring	Twice a week a small group of students will attend an after school Title 1 math tutoring session from 3:15 to 4:15. This is led by HQ Teachers. A snack and drink will be provided.	Academic Support Program	Tier 3	Implement	11/04/2014	05/28/2015	\$250	Teachers
Family Reading Night	Students in the lower elementary grades engage in a variety of literacy-based activities. Families are invited to read with their child/children.	Parent Involvement	Tier 1	Monitor	03/20/2015	03/20/2015	\$300	Teachers, Title 1 Teacher, and Principal
Back to School Family Blast-Off	Families are invited to join us for a "meet and greet" event which will give Reese Elementary students and their families an opportunity to visit their new classroom, meet teachers and classmates, PE Nut snack and "Blast-Off" goodie bag which includes writing activity book/pencil. Entertainment of summer fun show musician.	Parent Involvement	Tier 1	Implement	08/28/2014	08/28/2014	\$442	Teachers, Title 1 Teacher, Principal

School Improvement Plan

Reese Elementary School

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Day	Students in the upper elementary grades engage in a variety of literacy-based activities throughout the day.	Academic Support Program	Tier 1	Implement	03/19/2015	03/19/2015	\$100	Teachers, Title 1 Teacher, and Principal