



# **School Improvement Plan**

**Plymouth Elementary School**

**Midland Public Schools**

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# TABLE OF CONTENTS

|  |    |
|--|----|
| Introduction.....                                  | 1  |
| <b>Executive Summary</b>                           |    |
| Introduction.....                                  | 3  |
| Description of the School.....                     | 4  |
| School's Purpose.....                              | 5  |
| Notable Achievements and Areas of Improvement..... | 6  |
| Additional Information.....                        | 7  |
| <b>Improvement Plan Stakeholder Involvement</b>    |    |
| Introduction.....                                  | 9  |
| Improvement Planning Process.....                  | 10 |
| <b>School Data Analysis</b>                        |    |
| Introduction.....                                  | 12 |
| Demographic Data.....                              | 13 |
| Process Data.....                                  | 16 |
| Achievement/Outcome Data.....                      | 18 |
| Perception Data.....                               | 23 |
| Summary.....                                       | 26 |

## **School Additional Requirements Diagnostic**

|  |    |
|--|----|
| Introduction.....                              | 29 |
| School Additional Requirements Diagnostic..... | 30 |

## **Title I Targeted Assistance Diagnostic**

|  |    |
|--|----|
| Introduction.....  | 33 |
| Component 1: Needs Assessment.....   | 34 |
| Component 2: Services to Eligible Students.....                              | 36 |
| Component 3: Incorporated Into Existing School Program Planning.....         | 37 |
| Component 4: Instructional Strategies.....                                   | 39 |
| Component 5: Title I and Regular Education Coordination.....                 | 41 |
| Component 6: Instruction by Highly Qualified Staff.....                      | 42 |
| Component 7: High Quality and Ongoing Professional Development/Learning..... | 43 |
| Component 8: Strategies to Increase Parental Involvement.....                | 45 |
| Component 9: Coordination of Title I and Other Resources.....                | 52 |
| Component 10: Ongoing Review of Student Progress.....                        | 53 |
| Evaluation.....  | 54 |

## **Plymouth Goals 2016**

|  |    |
|--|----|
| Overview.....  | 56 |
| Goals Summary.....   | 57 |
| Goal 1: All students will increase proficiency in English Language Arts..... | 58 |
| Goal 2: All students will increase proficiency in Mathematics.....           | 62 |
| Goal 3: All students will increase proficiency in Science.....               | 64 |
| Goal 4: All students will be proficient in Social Studies.....               | 65 |



## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Plymouth Elementary is a Targeted Title I building that has approximately 500 students. There has been an increase in families that qualify for free and reduced breakfast/lunches over the past 3 years. Plymouth is approximately 38% free and reduced. The special education population has made gains academically, but still has areas of opportunity. Parents are supportive of our school and see the importance of volunteering to help improve our academic success and school culture. Plymouth is in the process of becoming a PYP IB school, with support from our stakeholders.



## **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.**

Plymouth Elementary, in partnership with family and community, will encourage internationally minded learners who show compassion and respect within a global society in order to create a more peaceful world. This mission statement was created as we entered phase 1 of our PYP implementation.

The PTO and staff work hand in hand to support student learning. The building offers opportunities to enrich and differentiate instruction to meet the needs of the children. The staff is highly qualified to create instructional plans that match the learning styles of the students.

## **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.**

We continue to make gains in our economically disadvantaged subgroup in the area of Reading. We continue to focus on this group and students with disabilities. Our focus is in all content areas, but especially in raising the writing and math scores.

In 2013-2014 Plymouth entered Phase 1 of PYP implementation. All classroom teachers, including our specialist teachers, will have been trained by August 2015. In the winter of 2015, the PYP consultant for IB came for an onsite visit. Plymouth received praises and suggestions as we work through the Candidacy part II of the process. On October of 2015 we applied for Authorization to become an IB school. During the spring of 2016, Plymouth Elementary was deemed an authorized International Baccalaureate World School, Primary Years Programme (PYP). This is considerable accomplishment shows the commitment of staff and students at Plymouth.

## **Additional Information**

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

Plymouth Elementary strives for continuous improvement in the content areas and works diligently with staff, students and our parent organization to seek input and help meeting our goals. We are a family oriented school that takes pride in our diversity of learners and willingness to pull together so all children feel successful.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The stakeholders are sent the school improvement plan, asked for their input and are a part of the decision making process. The stakeholders include parents, business people, and school employees. The parents are sought out to join our team on a volunteer basis. We also have a parent representative on the district school improvement committee allowing us to align our plan to the district.

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

Parent: April VonEitzen helped with the needs assessment of the building.

PTO President: Melissa Bressette helped with implementation.

Community Leader: Ann Szymanowski

**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 plan was shared at the building professional development meeting, PTO meeting and is available on the MPS website.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

The school enrollment trend is consistent over the past 3 years. The building enrollment in 2012-13 was 484, 2013-14 was 485 and 2014-15 at 492. The 15-16 enrollment holds steady.

Challenges include the unpredictability of move-ins or outs, trying to balance class sizes among grade levels and meeting the needs of the low income/Title I students.

### **Student Demographic Data**

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

The 3 year trend indicates that over 83% of the school population is in attendance on a regular basis.

Challenges include students that are tardy or absent tend to be those that struggle most academically. These students tend to be repeat offenders.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

The student behavior data for the past 3 years is consistent on the number of students disciplined. Data identifies the challenge that the same children can be repeat offenders from year to year.

### **Student Demographic Data**

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

The challenge of class size is due to budget constraints, however we continue to provide title paraprofessional support for those identified at-risk students.

An effective action for attendance is truancy meetings with the principal. This action has proven effective and will continue. Teachers do a good job of holding students accountable if they are tardy or absent. Another resource that has helped with truancy is the family intervention specialist through title services.

strategies to support a wrap around plan with community resources.

### Teacher/School Leader(s) Demographic Data

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

The building administrator has 8 years of experience in school leadership and 22 years of teaching experience. This plethora of teaching experience allows the administrator to draw on past experiences to support and plan instruction for at-risk students.

The administrator continues to train and learn with the staff in regards to the Plymouth Problem Solving model, PYP and collaborative strategies for the success of the building, support to teachers and improvement of staff.

### Teacher/School Leader(s) Demographic Data

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

Seventy nine percent of the teaching staff has 15-20+ years of teaching experience. Twenty one percent of the staff has less than 5 years of experience. Many of the teachers have the tools to mentor the less experienced educators. The combination of the varied staff experience allows for collaboration when creating instructional plans to enhance student achievement.

### Teacher/School Leader(s) Demographic Data

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

Over the course of the last 3 years the building principal has been absent due to illness less than 3 days. She has been out for professional learning on average 6-8 days per year.

The principal is rarely out of the building therefore, this does not negatively affect student achievement. Time out of the building for carefully selected professional learning can only benefit achievement.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

The total number of personal illness days indicate that the majority of the staff (71%) missed 10 or less days. The consistency of the teacher within the classroom helps with student achievement , expectations are set and met.

64% of the teachers have attended 3 or less days of district/building/conference training per year. These trainings require a guest teacher so that best practice can be implemented within the classroom.

**Teacher/School Leader(s) Demographic Data**

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

The demographic data regarding teacher/school leaders is positive in regards to teacher experience and training. The challenge is to continue to provide training/learning so that teachers can stay informed on current best practice strategies.

## **Process Data**

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

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

Strand 1: Teaching for Learning stood out as a strength for Plymouth because of the growth achieved as a result of the implementation of PYP unit planners that engage students through inquiry based learning techniques and reflect high expectations for all students.

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

The fact that state and local assessments are not in alignment continues to be a challenge. However, great gains have been made with the implementation of PYP unit planners and the use of formative and summative assessments within the classroom. The district is in the process of aligning the local assessments. Changes were made for the 2015-16 report card .

### **12. How might these challenges impact student achievement?**

The assessment piece is critical when trying to align instruction with achievement. It is difficult to measure progress in the academic areas when the alignment piece is not clear.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

The district continues to address alignment issues through staff development proposals. Communication at the district level will be shared with the buildings when a formal alignment plan is approved.

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

The students with disabilities have Instructional Educational Plans developed specifically to meet their individual needs by providing their required resources. Annual or parent requested meetings are held to provide student support.

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

After School Scholars (3-5)

Summer School (K-5)

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SY 2016-2017

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## School Improvement Plan

Plymouth Elementary School

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Lunch Box Learners (1st and 2nd)

Big Brother Big Sister (2nd-4th)

Engineering for Kids (1-5)

Band (5th)

Orchestra (5th)

Choir (5th)

DARE (5th)

Leadership Plymouth (5th)

Girls on the Run (3rd-5th)

Leadership in Learning (4)

Reading Lunchtime Friends (K-5) Math Mentors (5th) Boy/Girl Scouts (K-5) Community Leaders (4-5)

Family Sing-A-Long (K-5)

Junior Achievement (K-5)

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

The students are identified for summer school through teacher assessment and parent input. The families receive the information for all these programs via newsletters, email, flyers, school website and announcements.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The Primary Years Programme unit planners are written based on the state standards and reflected on by the teaching staff after the unit is completed. The teachers will need to be sure that the units are taught with fidelity. The Primary Years Programme coordinator is a useful resource. This is an area that will need to be improved and continually worked on.

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

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

The strengths in our Reading according to our Accountability Scorecard shows that Plymouth is meeting proficiency in economically disadvantaged, students with disabilities, the bottom 30, whites, and all students.

### **19b. Reading- Challenges**

The challenge in Reading will be to maintain proficiency across all student subgroups.

### **19c. Reading- Trends**

The trend in Reading shows an upward trend in proficiency for the last 3 years.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

When deemed appropriate and in compliance with the IEP, the special education teacher will push into the classroom. This will allow the students to receive instruction in vocabulary, comprehension discussions and have peer interactions. The Tier I instruction will then be administered and the students will also receive Tier 3 interventions. Proficiency was achieved in all areas.

### **20a. Writing- Strengths**

According to the Accountability Scorecard, the economically disadvantaged, bottom , students with disabilities and the white students are proficient in Writing.

### **20b. Writing- Challenges**

The writing challenge is to maintain proficiency across all student subgroups.

### **20c. Writing- Trends**

Examining District Assessment data, Plymouth shows writing has been stagnate over the past 3 years; however, at a successful percentage (>80%).

### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Practice in the content areas will be written into lesson plans on a consistent basis with focus on opinion, narrative and informational writing. Constructed responses will be practiced and implemented with fidelity in the classroom to enhance student learning. All student subgroups are currently proficient.

**21a. Math- Strengths**

The Accountability Scorecard show that subgroups include economically disadvantaged, bottom 30, white and students with disabilities are proficient.

**21b. Math- Challenges**

The challenge is to maintain proficiency among all student subgroups.

**21c. Math- Trends**

The trends indicate an upward movement in grades 3 and 4, however 5th grade remains stagnate.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

In the past, state assessments were given in the fall. The data shows that fifth grade scores were stagnate, this could be due to the amount of curriculum expected in fourth grade. Formative assessments should be used to have a better understanding of math concepts. Teachers should use the data to form instructional groups and target the needs of at risk math students. Title I support will then push in the classroom and specifically address the curriculum strands that need addressed.

**22a. Science- Strengths**



## **School Improvement Plan**

Plymouth Elementary School

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According to the Accountability Scorecard students within the economically disadvantaged, bottom 30%, students with disabilities, and the white subgroups are proficient in science. Data trends show improvements from last year.

### **22b. Science- Challenges**

The challenge is to maintain proficiency among all student subgroups, while continuing to improve scores.

### **22c. Science- Trends**

The trend in Science is upward, however we did not meet our expected target set in 2013-14.

### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

As a district, we are waiting on the state standards to be finalized. Our district is in the process of becoming a Primary Years Programme school and some of the unit planners will be aligned with the standards. This will help add depth and a deeper understanding of the science concepts.

### **23a. Social Studies- Strengths**

According to the Accountability Scorecard, students among the economically disadvantaged, bottom 30%, students with disabilities, and white students are proficient in social studies.

### **23b. Social Studies- Challenges**

The challenge is to maintain proficiency among all student subgroups.

### **23c. Social Studies- Trends**

The trends for social studies has been consistently stagnate.

### **23d. Social Studies- Summary**

## School Improvement Plan

Plymouth Elementary School

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**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The content in the social studies will be addressed through lessons in Primary Years Programme unit planners. Teachers will focus on vocabulary and comprehension strategies. Title I funding will be utilized to purchase materials in the content area to differentiate instruction based on reading levels. Title I support staff will push in and pull out to support at risk students with the concepts.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Students feel that the principal and teachers wanted them to learn and to do their best.

### **24b. Student Perception Data**

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

Students were concerned about feeling safe at school. They also were not feeling like they were told when they were doing a good job.

### **24c. Student Perception Data**

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

Principal will address both of these issues with the staff, including teachers and paraprofessionals at the beginning of the school year. Next year we will create a survey to help us determine grade levels and location of these, in order to help us better isolate and address both concerns.

### **25a. Parent/Guardian Perception Data**

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

Parents were pleased with the communication from the office staff.

### **25b. Parent/Guardian Perception Data**

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

Parents did not feel that they were adequately informed about our PYP (Primary Years Programme) through building/classroom communication.

**25c. Parent/Guardian Perception Data**

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

Staff will hold Back to School, grade level informational nights. Information on PYP will be shared with all parents at that time. Also, at Fall Parent-Teacher Conferences, our PYP coordinator will have an ongoing slideshow showing children engaging in PYP activities throughout our building. Parents receive monthly newsletters from the PYP coordinator to inform them of any Primary Years Program news.

**26a. Teacher/Staff Perception Data**

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

Our staff felt supported by the building principal. Overall they feel that we have sufficient resources and materials to meet the needs of all students.

**26b. Teacher/Staff Perception Data**

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

Teachers would like additional time to meet as a staff to address building concerns and student needs.

**26c. Teacher/Staff Perception Data**

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

Due to time constraints and this being an issue at the district level, we will be offering voluntary meetings once a month within our building for staff to share celebrations and/or concerns.

**27a. Stakeholder/Community Perception Data**

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

Our community feels welcome within our building, and that it is a positive place to learn. Plymouth has many applications each year for school of choice because it is a desirable place to learn.

**27b. Stakeholder/Community Perception Data**

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

The Plymouth community would like even more communication on the happenings within the building, especially our new PYP.

**27c. Stakeholder/Community Perception Data**

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

Fall classroom parent meetings will be held so that teachers can share this information with all parents. Newsletters sent out weekly or monthly by classroom teachers and weekly information sent out by the office staff.

## Summary

### 28a. Summary

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

The strengths at Plymouth include:

Demographic data:

Tardiness has decreased.

Plymouth has both young/seasoned staff, school leader is out of the building rarely.

Achievement data:

All students improved with an upward trend in reading, writing, math, science and social studies.

Perception:

Office communication with parents

Students feel teacher prepares them for school

Staff feels they are all working on same consistent goals

Staff works well with leadership

The weakness at Plymouth include:

Demographic data:

Class sizes

Repeat attendance issues

Process data:

No alignment of local and state assessments

Achievement/Outcome data:

Bottom 30% in writing and math

5th grade was stagnate in math

Perception data:

student safety and teachers telling students good job

Informing parents about Primary Year Programme

More time for staff to gather and communicate celebrations/concerns

### 28b. Summary

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

Demographic challenges:

Large class sizes presents challenges because when you have more at risk students within a classroom, the more difficult is to meet their

needs and individualize instruction.

The students that are tardy or truant miss out on classroom instruction and have gaps in their learning.

Process Data:

Not having the local and state assessments aligned creates inconsistencies in target instructional goals.

Perception:

If a student feels unsafe, they may worry and be anxious leading them to not focus on academics at school.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The demographic and perception challenges will be addressed with the family intervention specialist provided through Title I services. The family intervention specialist will work with small groups and individuals students to address safety and anxiety.

# **School Additional Requirements Diagnostic**



## **Introduction**

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

School Additional Requirements Diagnostic

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
| 1.    | Literacy and math are tested annually in grades 1-5. | Yes      | Students are given district assessments in K-5. Grades 3-5 take the M-STEP in the areas of reading and math. |            |

| Label | Assurance   | Response | Comment   | Attachment |
|-------|---|----------|---|------------|
| 2.    | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes      | <a href="http://www.midlandps.org/Siteasses">http://www.midlandps.org/Siteasses</a> |            |

| Label | Assurance  | Response | Comment         | Attachment |
|-------|--|----------|-----------------|------------|
| 3.    | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No       | Building is K-5 |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4.    | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No       | N/A     |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 5.    | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.<br>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes      |         |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
| 6.    | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes      | Brian Brutyn<br>Assistant Superintendent<br>600 E. Carpenter Street<br>Midland, MI 48640<br>(989)-923-5001 |            |

# School Improvement Plan

Plymouth Elementary School

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| Label | Assurance   | Response | Comment | Attachment                     |
|-------|---|----------|---------|--------------------------------|
| 7.    | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes      |         | School/Parent Involvement plan |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8.    | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes      |         | compact    |

| Label | Assurance  | Response | Comment                               | Attachment |
|-------|--|----------|---------------------------------------|------------|
| 9.    | The School has additional information necessary to support your improvement plan (optional). | No       | Data from state and district testing. |            |

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was worked on by members of the School Improvement Team. The team met 4 half days to analyze the data. We analyzed the academic strengths and weaknesses, discussed the spring perception data from all stake holders and finally looked at programming needs and the demographic culture of the building. The academic data indicates that our reading scores have improved over the past 3 years. The area that needs to become a focus is our students with disabilities. However, it should be noted that they made significant gains. The data indicates that the bottom 30% is showing improvement but an area of concern in mathematics, science, social studies and writing.

Parent input indicates they are supportive of the Title I programs and utilization of the funds. The parents value the extra support provided through Title I services, especially the paras, temporary teachers and family intervention specialist. There is also great support for summer school to maintain growth.

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

The Title students are identified at the end of the school year during our grade level meetings and again reviewed in the fall. Plymouth considers student achievement data, state assessments, district assessments, DIBELS, teacher input and classroom performance is utilized in identifying at risk Title students. Parent input is also considered when servicing students. After analyzing the data, we developed goals and strategies to meet the needs of the whole building, paying special attention to our special education and economically disadvantaged students. The data is looked at a minimum of 6 times per year, unless a need is indicated by staff or parent. The data is kept in a notebook by teachers, title staff and principal. The student is exited based on performance growth goals set in the data meetings.

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

Plymouth uses local and state data along with teacher input to determine students that require services in the 4 core areas. In order to help identify those students, a cut score in each area is set. The cut off score for Science and Social Studies district assessment is below a 3. The cut score in the Reading QRI and Math QRI is a score below a 6. Writing need is also determined with a cut score below 4 on the rubric. DIBELS data is also a determining factor with students that are intensive and/or strategic. Once the students are recorded based on the cut score, a ranking is then used to determine which students receive services. The scores are reviewed every 6 weeks and eligibility is determined or students are released based on performance. The grade level teachers, principal, school psychologist, Title teachers, and special education staff are included in reviewing the data assessments. The students are ranked according to greatest need and an intervention plan is provided to assist the students needing support. This process is established at Plymouth and documented in a notebook.

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

Plymouth uses a collaborative process to identify K-2 students that are most at-risk for failure. Input is sought from grade level teachers, problem solving team, Title teachers, and special education staff and parents. The students are assessed with DIBELS and district assessments. The students targeted for services are those with the greatest need for intervention.

In the spring, prior to the start of kindergarten, students that attended head-start are identified early through a teacher input sheet and or if they require IEPs for speech, OT or PT. A meeting is then held with the preschool teacher, incoming teacher, parents and principal.

## **Component 2: Services to Eligible Students**

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

The program services provided for Plymouth include: Title teachers and instructional paras to provide added assistance to the students that are eligible for services in the four core academic areas as shown by the DIBELS, district assessments, and M-STEP data.

The scores are reviewed every 6 weeks and eligibility is determined or students are released based on performance. Title I instructional paras work with students one on one in grades K-2 to support students in reading, math, science and social studies. The title instructional paras work a minimum of 3 times per week with students on interventions above and beyond the classroom teacher. This includes best practice interventions such as read naturally, Orton-Gillingham strategies, Recipe for Reading, one on one reading, math fact, money, telling time manipulation and writing fluency.

Title I temporary teachers support students a minimum of 3 times per week to help support the classroom instruction above and beyond. During intervention time the title teacher utilizes phonics for reading, fluency A-Z, extra reading and writing support, math fluency and re-teaching of science and social studies.



## Component 3: Incorporated Into Existing School Program Planning

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

The School Improvement process and identification of Title I students go hand in hand. Based upon the district assessments, which include math, science, social studies, and language arts, students are rank ordered for services. The state assessments and DIBELS data is also used to guide and help identify goals for the school improvement process. All data is considered when creating goals and planning the programs for our targeted title students. The staff, including title teachers, paras, classroom teachers, principal and consultant consider the results and forms next needs groups that drive our instruction, aligning with the goals that are to be addressed.

Goal 1: All students will increase proficiency in Reading. All students in grades K-2 will have a daily uninterrupted 90 minute literacy block and students in grade 3-5 will have a minimum of 60 minutes per day literacy block. The Title I support staff will work with identified at risk students by adding more one on one time to reinforce literacy skills, fluency, comprehension at least 3 times per week. This may occur as one on one or small group instruction. The highly qualified support staff has continued and sustained training in reading strategies every 4-6 weeks. The trainings include Orton-Gillingham, Read Naturally, Six Minute Solution, comprehension strategies and purposeful re-reading strategies, Recipe for Reading, and best practices across the curriculum. The trainings are provided by teachers and other district personnel. Title I iPads with reading/writing applications for additional practice will also be used as an additional practice school tool for identified students.

Goal 2: All students will increase proficiency in Mathematics.

Teachers will become a member of a focus groups to align instruction with the Michigan standards and analyze data from the M-STEP so that instruction can be informed and weaknesses improve.

Mathematical foundation skills and problem solving strategies will occur in grades K-5 with teachers providing time, exposure to concept and practice of mathematical skills. The highly qualified Title I support staff will provide additional exposure, time and practice with the identified at-risk students helping to build confidence, skills and competency of the mathematical computation, problem solving, fraction and geometry work. This may occur before/after school, one on one or in a small group setting.

Title I iPads with mathematical computation, practice review will also be used by identified at risk students. DreamBox is another application that is used with the iPads for improving math standards. This is a tool that can be incorporated at home. The highly qualified staff receives training on DreamBox, number sense strategies, scaffolding of concepts and addition and subtraction strategies.

Goal 3: All students will increase proficiency in Writing.

The PYP coordinator will support teachers with classroom instruction and creating writing lessons that are best practice. All teachers will dedicate 45-60 minutes of writing 4-5 times per week and use researched lessons based on 6+1 traits of writing to improve student writing proficiency. Theme based prompts and authentic pieces that tie into reading, science and social studies will also be used to improved writing proficiency. Title I staff will work to support the identified students that need extra writing time or lack an understanding of the elements of writing. The quarterly writing assessments will given to help inform instruction and put added supports in place for students.

Goal 4: All students will increase proficiency in Science.

Classroom teachers and title staff will use supplemental informational text that is located in the Title I resource library, classroom library or science kit materials. Identified at risk students will used leveled informational books to practice informational skills and gain a deeper understanding of informational concepts. Teachers will also practice scientific model writing at least one time per month with the at risk targeted students being specifically guided through the process. The title support staff will then review the elements and check for comprehension understanding prior to turning in writing pieces.

Goal 5: All students will be proficient in Social Studies.

Teachers and title support staff will use informational text to explicitly teach text structures to students. Teachers and title support staff will use informational text to explicitly teach text structures to students. Additional informational text has recently been purchased in the media  
SY 2016-2017

## School Improvement Plan

Plymouth Elementary School

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center and the Title I resource library is available to support identified students. Identified students will also have access to Title I iPads/laptops to research and read informational topics. Teachers also work shoulder to shoulder with the PYP coordinator to build a deeper understanding of the content/concepts. The title staff during intervention time uses Quick Reads and 6 Minute Solution texts to deeper the understanding of informational reading concepts.

All of the at-risk title students have access to summer school for 12 days during the month of July. The programs supports, reinforces and exposes the students to science, social studies, math and reading concepts so that the gaps in the 4 core goals begin to lessen and student achievement is gained these areas.

## **Component 4: Instructional Strategies**

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

In accordance with the state standards, the 5 goals, s reviewed in Component 3, (reading, writing, math, social studies, and science) are based on improving the achievement of all students, including sub-groups. The strategies include a process to continuously identify the needs of students throughout the year and develop strategies to address those needs. In developing the strategies and action steps, we review key research in the goal areas to plan effective instructional changes, making sure that they are aligned with the standards. The research based strategies include 6 Minute Solution, Phonics for Reading, Quick Reads, Read Naturally, REWARDS, and additional time with the Title Intervention Specialist. The classroom teachers and title support staff have access to the title resource library to read, write, discuss, comprehend and practice strategies that support informational reading in Science and Social Studies. Science and Social Studies is taught beyond the 90 minute reading block allowing for "more time" to read, respond and reflect on the information. Title staff along with classroom teachers teach "Making Thinking Visible Routines" so that active reasoning, explanation and deeper inquiry can be practiced and explored. The Primary Years Programme coordinator works with teachers and title staff to integrate the transdisciplinary themes in the areas of science and social studies to develop a greater and more relevant understanding of information.

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

Informational comprehension is a focus in the content areas. The staff is working to improve science and social studies comprehension by incorporating reading and writing strategies to increase knowledge, skills and application. These cognitively challenging strategies are shared, modeled and reviewed during staff professional development and are currently being practiced in the grades K-5.

Research cited to support strategies:

Classroom Instruction That Works:

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Ritchhart, Ron, Mark Church, and Karin Morrison. Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass, 2011. Print.

Himmele, Persida, and William Himmele. Total Participation Techniques: Making Every Student an Active Learner. Alexandria, VA: ASCD, 2011. Print.

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

Plymouth has been very successful in closing the reading gap. We will continue to monitor reading and focus on the other core areas. Our extended/supplemental program is made up of research based interventions, used by the title support staff with targeted students. The title services give the students additional doses of time, practice and information in a different way from classroom instruction. These services may be in a smaller group or individualized. The title teacher services are scheduled mostly during intervention classroom time. The title staff supports additional time/practice with science and social studies concepts through the Making Thinking Visible routines to develop a deeper understanding of inquiry. Title staff and teachers also utilize strategies through "Total Participation Techniques" helping to create engaging lessons that are cognitively challenging to the student. Note taking from the book is particularly valuable for informational writing in the areas of science and social studies. The district assessments, state assessments, DIBELS, and teacher observations are all indicators of success of extended learning time.

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

The instructional Title Paras, speech, OT, PT, and Title teachers push into the classroom to add support to classroom instruction. Every effort is made to plan title services during classroom intervention time and not during normal instruction. An after school scholars tutoring program is offered on Tuesdays and Thursdays during the school year. Summer school is another opportunity for supplemental learning.

## **Component 5: Title I and Regular Education Coordination**

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

The Title I support staff which includes instructional paraprofessionals and teachers meet with members of the regular education staff. The Title I instructional paraprofessionals meet and plan two 30 minute periods per week to discuss strategies and interventions to support the targeted at risk students. The Title I teacher meets weekly with our facilitator to look at progress and tweak student instructional plans so that growth can be made. The Title I teacher also attends monthly grade level meetings where we determine if growth is occurring in a timely manner.

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

The district has preschool and a young five's program in two buildings. Plymouth students do have an opportunity to attend one of these programs. Plymouth has a kindergarten teacher that is an active member of the Great Start Readiness Program. As a liaison, she networks with area preschool teachers at least 3 times per year to discuss and implement ways to make the transition from preschool to kindergarten run smoothly. In January of each year, the principal attends a Kids Day at the Mall to answer questions, meet with parents/students and launch the transition to kindergarten. In late winter, early spring Plymouth has an orientation for parents and students where community resources are shared, classrooms are toured and questions are answered. In August, students attend a pre-assessment, spend quality time with the teacher one on one and receive a care package which includes books, crayons and scissors.

The following statement is written in the Parent Involvement Plan: Plymouth Elementary School has the following transition programs: Kindergarten Orientation (Families and Children Transitioning Smoothly) program, and the Fifth Grade program to assist with transitions into new programs/new buildings at the middle school.

Recently, a survey improving transitions and monitoring ways to improve the process was given to parents. Opportunities for parent education on transitioning from preschool to kindergarten is available at the local ESA Longview Early Childhood Center. The district has representation for this endeavor.

**Component 6: Instruction by Highly Qualified Staff**

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

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
|              | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes             | All teachers meet the NCLB requirements for highly qualified. |                   |

## **Component 7: High Quality and Ongoing Professional Development/Learning**

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

The Title I instructional paraprofessionals and staff are trained within the building and district in the areas of math, reading, writing, science and social studies. The Title I support staff is trained during a time when they do not service students. This could include before/after school or during an auxiliary time. Professional Development is planned in collaboration with the classroom teachers, title support and administration based on the needs of the students. The training occurs every 4-6 weeks. The topics and strategies planned include:

October: Read Naturally, fluency

November: Decoding strategies for reading (break-apart, word-work)

December: Math number sense, addition and subtraction strategies

January: Recipe for Reading/ thinking routine

February: Orton-Gillingham strategies

March: writing strategies to support 6 traits

April: math games/activities

May: Scaffolding/review/re-teaching of concepts.

At any point the above trainings for title staff may be adjusted according to updated needs assessment. It is important that sustained ongoing professional development occur, therefore the schedule or activities may change depending on the need of students or staff. This is developed through needs assessments conducted 1-2 times per year asking staff for their thoughts on training needs.

The professional development trainings are included in the professional development calendar.

Primary Years Programme training by the coordinator is also sustained and ongoing to all staff. This training provides strategies to develop inquiry and knowledge in the 4 core areas. The professional development training is balance in improving the development of skills and concepts so that achievement gaps close at Plymouth. A full disclosure of the professional development plan is attached to the targeted assistance diagnostic.

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

Plymouth holds Title I informational meetings to share strategies that parents can do at home to help their child. We also hold curriculum nights to share ongoing activities and ways to support at home.

The school also has a Parent Resource Center with a plethora of reading materials and activities for parents to use with their children or reading materials to support parenting.

The .5 family interventionist works/ trains with other social workers via webinars and book studies.

## School Improvement Plan

Plymouth Elementary School

| Label | Assurance  | Response | Comment   | Attachment  |
|-------|--|----------|---|---|
|       | 3. Your school's professional development/learning plan or calendar is complete. | Yes      | The school professional development calendars are attached as individual documents based on the core curriculum need within the building. The PD calendars are written for the entire staff including classroom, auxiliary and title support. | ongoing para professional development 16-17 PD calendar |



## Component 8: Strategies to Increase Parental Involvement

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

The parents at Plymouth are surveyed at the beginning of the school year to determine what supports they feel are needed for their student or the building needs. The principal discusses the Title I funding available and services/programs/materials utilized in the past and shares any data on the success of programs/services/materials.

The parents are surveyed throughout the school year on their view of implemented programs. These surveys are written or verbal interviews.

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

In the case of summer school, parents are asked on time and dates that they feel the programs would best meet their needs. The suggestions are then taken into consideration and the program is planned.

Parents also give input on their child's academic progress and help determine if Title I support staff would benefit their child's academic success.

Teachers discuss with parents the instructional interventions that will be used to support their child's need.

| Label | Assurance  | Response | Comment   | Attachment |
|-------|--|----------|---|------------|
|       | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | Yes      | Parents are surveyed after Title I events or programs. Their ideas and suggestions whether verbal or written are considered and adjustments are made to the program in order to meet the needs of the students and parents. The written surveys are used to guide Plymouth in future programming. |            |

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

School staff annually shares the State's content expectations with parents, the state's annual assessment (M-STEP) with parents, and how to monitor their child's progress.

- An annual building meeting for parents will be held each school year to share curriculum assessment information. Parents will be given clear and understandable information about the progress, which describes the school improvement goal statements and the progress made by our students on the 3rd, 4th and 5th grade M-STEP.

- Teachers will share grade level progress on local and state assessments during curriculum meetings.

- Teachers will share progress during parent/teacher conference and give information on how to understand the progress monitoring data that

## School Improvement Plan

Plymouth Elementary School

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is used with students.

- Parents will receive copies of the student M-STEP assessment results with the levels of proficiency defined in parent friendly language.

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Teachers will share progress during parent/teacher conference and give information on how to understand the progress monitoring data that is used with students.

- Parents will receive copies of the student M-STEP assessment results with the levels of proficiency defined in parent friendly language.

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

- Family Intervention Specialist shares strategies, resources, materials with staff during professional development time every other month.

- Family Intervention Specialist shares monthly ideas to communicate and increase parent involvement through email snippets to staff.

- Principal/Coordinators will provide resources and ongoing researched based materials to share with staff on building relationships between home/school throughout the school year.

Coordination with other programs for parent involvement includes:

- Plymouth works with Great Start Readiness program to transition preschoolers to kindergarten.

- Plymouth kindergarten teacher serves on committee to help Great Start Readiness create a smooth transition for parents and preschoolers to kindergarten. This involves materials for parents and students to welcome and inform them of kindergarten.

- Information filled out by preschool teachers and parents is sent to kindergarten teachers. This communication informs the new teacher.

- Meetings between parent/teacher/principals are set in February, August and September to support incoming kindergarten students.

- Transitions meetings and informational meetings for parent and students of moving on to middle school begin in March. The middle school administration meet with fifth graders at Plymouth and then an evening is set for the students to visit the school in the late spring.

Information is shared with parents in a language and format they can understand. Examples include:

- Parents with a language barrier, have access to a translator or interpreter for parent meetings, conferences and activities.

## School Improvement Plan

Plymouth Elementary School

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- Information is shared in a variety of ways including written, website, or verbal.

Parents are provided with other reasonable support such as:

- Coordinating community resources
- Transportation to events
- Childcare so that parents can participate in meaningful training
- Scheduling at varying (flexible) meeting convenient times for parents.
- Making allowances for parents with disabilities

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children Staff provide opportunities for full parent participation:

### - STUDENT WITH LIMITED ENGLISH PROFICIENCY (LEP)

It is the policy of the Board of Education that all students be provided a meaningful education and access to the programs provided by the District. Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

- Further, the District will endeavor to assist the student and his/her parents in their access to District programs by sending notices to the parents in a language or format that they are likely to understand (also see Policy 2260).
- **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**
- The Board of Education does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, or genetic information in its programs, activities or employment.
- Further, it is the policy of this District to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the District, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum offered in this District.
- In order to achieve the aforesaid goal, the Board directs the Superintendent to:
  - **A. Curriculum Content**
  - review current and proposed courses of study and textbooks to detect any bias based on any legally protected interest; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;
  - **B. Staff Training**
  - develop an ongoing program of in-service training for school personnel designed to identify and solve problems of any legally protected interest or other bias in all aspects of the program;
  - **C. Student Access**
  - review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of any legally protected interest in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
  - This language does not prohibit the District from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.
  - **D. District Support**
  - ensure that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;
  - **E. Student Evaluation**

## School Improvement Plan

Plymouth Elementary School

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- ensure that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of any legally protected interest.
- The District will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school. Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.
- The Superintendent shall appoint and publicize the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 is provided to students, their parents, staff members, and the general public.
- The Superintendent shall attempt annually to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education.
- In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (also see Policy 2225).
- The District will endeavor to assist the student and/or his/her parents in their access to District programs by providing notices to the parents and students in a language and format that they are likely to understand.
- Materials approved by the State Department of Education describing the benefits of instruction in Braille reading and writing shall be provided to each blind student's individualized planning committee. The District shall not deny a student the opportunity for instruction in Braille, reading, and writing solely because the student has some remaining vision.
- ACCESSIBILITY OF DISTRICT FACILITIES
- Building Section 504/ADA Compliance Officers ("Building Compliance Officer(s)"), along with the District Section 504/ADA Compliance Officer(s) ("District Compliance Officer(s)"), are responsible for making sure interested persons (e.g., applicants, participants, members of the public), including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities. This mandate requires that communications with disabled persons is effective as communications with nondisabled persons. As such, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program or activity conducted by the Board. The type of auxiliary aid or service necessary to enable effective communication will vary in accordance with the length and complexity of the communication involved. Factors to be considered in determining an appropriate accommodation/auxiliary aid/service include:
  - A. the context in which the communication is taking place;
  - B. the number of people involved; and
  - C. the importance of the communication.
- Because modes of communication evolve, the District will reassess its effectiveness regularly, as circumstances and technologies change. When an auxiliary aid and/or service is required, the District will provide an opportunity for individuals with disabilities to request the auxiliary aids and/or services of their choice, and will give primary consideration to the choice expressed by the individual. The District will generally honor the requestor's choice, unless it can demonstrate that another equally effective means of communication is available, or that use of the means chosen would result in a fundamental alteration of the service, program or activity, or in undue financial and/or administrative burdens.

## School Improvement Plan

Plymouth Elementary School

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This determination will be made by a District Compliance Officer after considering the resources of the District, the impact on the program, service or activity, and the comparable efficacy of the various auxiliary aids and services, while giving primary consideration to the requests of the individual with disabilities. If the District Compliance Officer denies a requestor's choice, s/he will notify, in writing, the person requesting the auxiliary aids/services of his/her determination, including the reasons for his/her decision.

- Examples of Auxiliary Aids/Services
- for Individuals who are Deaf or Hard of Hearing:
  - Qualified interpreters - an interpreter who is able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf; this communication must be conveyed effectively, accurately and impartially, through the use of any necessary specialized vocabulary.
  - Telecommunication devices for deaf persons.
  - Telephones compatible with hearing aids.
  - (TDDs).
  
- Computer-aided transcription services.
- Closed caption decoders.
- Written materials.
- Note-takers.
- Telephone handset amplifiers.
- Videotext displays.
- Assistive listening systems.
- Exchange of written notes.
- Examples of Auxiliary Aids/Services
- for Individuals with Vision Impairments
  - Qualified readers.
  - Braille materials.
  - Taped texts.
  - Large print materials.
  - Audio recordings.
  - Assistance in locating items.
- Examples of Auxiliary Aids/Services for
- Individuals with Speech Impairments
  - TDDs.
  - Speech synthesizers
  - Computer terminals.
  - Communication boards
- Because the standards for IDEIA-compliance are not the same as ADA requirements, the District will consider students' effective communication needs separately from any IDEIA obligations.
- Since the District communicates by telephone with applicants and beneficiaries, TDDs or equally effective telecommunication systems will be used to communicate with individuals with impaired hearing or speech.
  
- Administrators are responsible for verifying that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities and facilities. Additionally, administrators are directed to verify that proper signage is present at all inaccessible entrances to their facilities, directing users to an accessible entrance or to a location at which they can obtain information about accessible facilities. The international symbol for accessibility should be used at each accessible entrance to a

## School Improvement Plan

Plymouth Elementary School

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facility.

- The District Compliance Officer shall verify that the following notice is made a part of each communication concerning a District activity to which the public is invited:
  - 
  - "Upon request to the Superintendent, the District shall make reasonable accommodation for a person with a disability to be able to participate in this activity." (see Form 9160A F1)
  -
- With regard to accessibility of facilities, the District will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, development and maintenance of an accessible District website, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the District will serve persons with disabilities in the most integrated setting appropriate.

### 5. Describe how the parent involvement activities are evaluated.

The staff seek verbal and written feedback from parents. Feedback is encouraged throughout the school year and adjustments are made to programs so that the needs of the students and parents are addressed. The surveys are used to guide future Title I programs. The PTO leadership team is asked fall, winter and spring for any suggestions and feedback that believe will enhance the programming at Plymouth.

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

Each spring the Parent Compact is taken to a PTO meeting to be discussed and revised. Plymouth is a Targeted Title I building but the whole school participates in the compact as recommended by our parent group and PTO leadership board. It is then discussed again at the start of the school year in September when it is sent home during the first curriculum meeting. The classroom teacher will also pull out the compact and reiterate the value of our partnership during the November conference time.

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

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

The teachers at Plymouth meet with parents individually to discuss student academic success. The school has access to interpreters provided through the district to assist with communication with parents when needed.

The school also provides written reports and will meet with parents to read it to them if they are unable to read and comprehend the the reports.

## School Improvement Plan

Plymouth Elementary School

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| Label | Assurance   | Response | Comment | Attachment              |
|-------|---|----------|---------|-------------------------|
|       | 9. Does the school have a Title I Parental Involvement Policy/Plan? | Yes      |         | parent involvement plan |

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

The parent compact is reviewed by the classroom teacher when meeting with the parents so that the value of a partnership is understood.

## **Component 9: Coordination of Title I and Other Resources**

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

The district, school and community work together to create programs that support eligible students. These programs are offered and implemented at the building level, under the guidance of the building principal.

The Title I major programs include:

Summer school for children in grade K-4 for 12 days. The sessions run on Tuesday-Thursday for 3 hours per day. This is determined as a valuable program through the comprehensive needs assessment.

.5 family intervention specialist seeks community agencies to support families in need. This could include but is not limited to outside counseling, food programs, energy assistance and transportation. The family intervention specialist also works one on one, and small groups to support children that are struggling socially or emotionally where it impedes their learning. These services are part of the comprehensive needs assessment and parent involvement.

Instructional paraprofessional support: 9 paraprofessionals are strategically placed in grades K-2 to review, reinforce and supplement instruction of at risk students. The paraprofessionals may manage the classroom while the teacher provides additional services to students. Kindergarten Pre-assessment and transition meetings help move preschoolers into elementary school with a positive experience.

DreamBox is a technology mathematical application that is purchased for the title iPads and is research based to improve problem solving and mathematical calculation. This program is offered to the at risk students at school and home and supports the core mathematics program.

Parent Resource Center provides games, books and parental support for families with at risk students. It is available to parents on loan from the school and falls under parent involvement.

Federal free / reduced breakfast and lunch is available to students that qualify providing nutritional and financial support to families.

Title IIA:

Dollars provide Primary Years Programme training to all staff. The training provides support to the core goals and strategies as discussed in the school improvement plan and therefore improving student achievement.

The 5D+ evaluation tool training is dedicated to eliminating the achievement gaps in the at risk students based on race, class, language and disability. The training provides focused tools that improve practice and accountability of staff.

McKinney Vento: Supports parental involvement with homeless dollars to support students and their families.

Midland Public Schools does not receive 31A funding.

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

Students have the opportunity to participate in DARE a drug and violence resistance program at the fifth grade. Fifth graders also participate in a maturation and HIV/AIDS program. The family intervention specialist educates students in grades K-5 on issues such as internet safety, bullying and healthy friendships. The students learn about possible careers by reviewing a Career Pathways booklet/information guide.



## **Component 10: Ongoing Review of Student Progress**

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

Targeted title students are continually progress monitored by the classroom teach in the 4 core areas. DIBELS data, district assessments, QRI, Developmental Reading Assessments, scores from 6 + 1 Traits rubric, math performance tests and classroom observations are used to check progress. The students are rank ordered according to need and title support is then determined. Along with progress monitoring, monthly progress monitoring meetings are held to determine services and create an instructional plan with the classroom teacher, title support, learning facilitator and building principal. The purpose of the ongoing progress it to move students in and out of service.

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

The data collected and analyzed is used to create instructional plans for eligible students. During the grade level meetings, interventions are put into place to meet the needs of the students. Progress monitoring takes place weekly or bi-weekly to determine progress and make adjustments to their plan. Data is collected and closely monitored to revise interventions used with students. The success of the intervention is monitored and adjusted according to the growth of the students.

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

Teachers have been trained in RTI (Response to intervention) and ICT through the district over the course of the past few years. Teachers have access to the Problem Solving team to gain strategies for working with the most at risk students, creating an instructional plan and implementing strategies with fidelity. Teachers and title support staff have access to refreshers on interventions and trainings via the building facilitator.

## **Evaluation**

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

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

The School Improvement Team and staff will specifically review state and local assessment data. Special emphasis will be placed on the progress of students that are furthest from meeting standards, in order to determine effectiveness of the strategies being used with students. The staff looks at all aspects of need and determines as a group where the title funds should be allocated to best meet the needs of the students and school.

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

The School Improvement Team and staff will specifically review all state assessment data with emphasis on the progress of students that are furthest from meeting standards, in order to determine effectiveness of the strategies being used. The data is used to determine if the gap is closing on our focus areas based upon the comprehensive needs assessment, specifically where title funding is utilized. The program evaluation tool is also used to guide the development of strategies and programming for the at risk students.

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

The targeted students' progress is continually monitored in the four core areas. District assessments, QRI, math performance tests and informal observations to check progress. The students are rank ordered according to greatest need and students requiring additional support, receive it. Progress goals are established as a team and when adequate growth is met, the title services are shifted away and to another student.

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

The building staff meets to review and revise the plan based on the data collected regarding the performance of eligible students. Plymouth is always seeking to service the most at-risk students based on the data information from state assessments, district assessments, classroom progress monitoring and teacher input.

# **Plymouth Goals 2016**

## **Overview**

### **Plan Name**

Plymouth Goals 2016

### **Plan Description**

## Goals Summary

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

| # | Goal Name  | Goal Details                                     | Goal Type | Total Funding |
|---|--|--|-----------|---------------|
| 1 | All students will increase proficiency in English Language Arts. | Objectives: 1<br>Strategies: 8<br>Activities: 15 | Academic  | \$196725      |
| 2 | All students will increase proficiency in Mathematics.           | Objectives: 1<br>Strategies: 4<br>Activities: 7  | Academic  | \$104150      |
| 3 | All students will increase proficiency in Science.               | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Academic  | \$10000       |
| 4 | All students will be proficient in Social Studies.               | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Academic  | \$0           |

## Goal 1: All students will increase proficiency in English Language Arts.

### Measurable Objective 1:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading in English Language Arts by 06/04/2021 as measured by state and local assessments with an increase to 85% by 2024.

### Strategy 1:

Balanced Literacy - Components of a balanced literacy program will be taught daily in order to improve reading which include: writing workshop, reading workshop, word work, comprehension and guided reading.

Category:

Research Cited: Classrooms That Work, Cunning, 2010

Tier: Tier 1

| Activity - Literacy Block   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| K-1 Teachers will have a daily uninterrupted 90 minute literacy block. Second grade teachers will have a daily uninterrupted 60-90 minute block. 3-5 teachers will have uninterrupted 60 minute literacy block.   | Academic Support Program                        | Tier 1 | Implement | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal, Teachers , Primary Years Programme consultant |
| Activity - Utilizing Title I Staff  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Title I staff will support the identified at-risk students by adding more one on one time to their instruction. This will support the teacher by helping to reinforce skills already taught or monitor the students while teacher provides instruction. The staff will include paras and title support. | Academic Support Program                        | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$134982          | Title I Part A      | Principal  |
| Activity - Grade Level Meetings   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Learning coach, school psychologist, principal and classroom teacher will attend 3-5 grade level meetings each year to analyze needs of at risk targeted students in the area of reading.   | Academic Support Program, Professional Learning | Tier 1 | Monitor   | 08/29/2016 | 06/16/2017 | \$0               | General Fund        | facilitator, Principal                                   |

## School Improvement Plan

Plymouth Elementary School

| Activity - Para Training   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible        |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--------------------------|
| Learning coach to train paraprofessionals during the school day on strategies and interventions. Trainings will take place during designated weekly planning time with classroom teacher. This 45 minute sustained training will help improve effectiveness of instructional paras and leading to academic growth. | Professional Learning | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | Title I Part A    | Principal and HQ trainer |

| Activity - Kindergarten Readiness  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible      |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------|
| Kindergarten (3) teachers will provide two days of instruction prior to the beginning of the school year to incoming kindergarteners in order to pre-teach skills necessary for kindergarten success in language arts, common core, mathematics. | Academic Support Program | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$1251            | Title I Part A    | Principal and teachers |

| Activity - Parent reading day/night K-5   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Reading day/nights to promote family literacy. Speaker and books to share with parents. | Parent Involvement | Tier 1 | Implement | 08/29/2016 | 06/16/2017 | \$500             | Title I Part A    | Principal         |

| Activity - Kindergarten Curriculum Night   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Curriculum night in the fall to share strategies in the 4 core areas to parents. Books and snacks for event. | Parent Involvement | Tier 2 | Implement | 08/29/2016 | 06/16/2017 | \$650             | Title I Part A    | Title I Staff, Kindergarten Teachers, Principal |

### Strategy 2:

Learning Coach - Learning coach to be used for Language Arts and across all content areas, to assist teachers in helping students be successful by reviewing data, introducing and assessing student skills and interventions.

Category:

Research Cited: McGlinchey, M.T. & Goodman, S.D. (2008). Best Practices in Implementing School Reform. In A. Thomas and UJ. Grime (Eds.) Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists.

Tier: Tier 2

| Activity - Learning Coach PYP | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Plymouth Elementary School

|   |                       |        |  |            |            |     |                 |                              |
|---|-----------------------|--------|--|------------|------------|-----|-----------------|------------------------------|
| .5 ICT facilitator will assist teachers with classroom instruction, management and implementation of learning profiles. | Professional Learning | Tier 2 |  | 09/03/2013 | 06/10/2021 | \$2 | Title II Part A | Principal and LA coordinator |
|---|-----------------------|--------|--|------------|------------|-----|-----------------|------------------------------|

### Strategy 3:

Problem Solving Model - Staff will provide interventions and differentiated instruction for students at risk of not achieving the core reading content, i.e. tiered interventions and problem solving.

Category:

Research Cited: McGlinchey. M.T., & Goodman. S.D. (2008). Best Practices in Implementing school Reform. In A. Thomas and J. Grime (Eds.) Best Practices in School Psychology V. Bethesda, MD: National Association of School Psychologists.

Tier: Tier 2

| Activity - Implementing Tiered Interventions   | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible      |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|------------------------|
| Classroom teachers will differentiate the current curriculum along with providing interventions to support individual needs. | Other         |      |       | 08/29/2016 | 06/16/2017 | \$0               | General Fund      | Principal and DI coach |

### Strategy 4:

Academic/Parenting support for families - The family intervention specialist will work with identified title students, teachers and with families to support academic achievement. The specialist will provide small group lessons in learning behaviors and listening skills to eliminate behaviors that interfere with learning.

Category:

Research Cited: marzano

Tier: Tier 2

| Activity - Family Intervention Specialist  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Family intervention specialist will work with students to help prevent behaviors interfering with classroom learning | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/10/2021 | \$36000           | Title I Part A    | Principal         |

| Activity - Parenting resource materials.   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Parent Involvement materials to be checked out as support for parents with at risk students. | Parent Involvement | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$73              | Title I Part A    | Principal, Family Intervention Specialist. |



## School Improvement Plan

Plymouth Elementary School

### Strategy 5:

Summer school - Summer school will be provided for students that are at-risk in the 4 core areas. HQ teachers will provide additional support for 12-15 days in the summer. Transportation, food and salaries for the teachers are included. This school will occur at Plymouth Elementary.

Category: English/Language Arts

Tier: Tier 2

| Activity - Summer School for Title students  | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| Targeted title students will be provided academic support in the summer for 12 days. | Academic Support Program |      |       | 08/04/2014 | 06/10/2021 | \$22000           | Title I Part A    | Principal         |

### Strategy 6:

Title conference - Principal will attend Title conferences to gain knowledge to improve scores in all core areas.

Category:

Tier: Tier 2

| Activity - Title I Leadership Conference  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Attend fall and spring state level conference to gain knowledge to improve reading and core scores. | Academic Support Program | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$1267            | Title I Part A    | Principal         |

### Strategy 7:

Technology - Classroom teachers in grades K-5 and resource room teachers will use technology to improve their reading instruction and student achievement.

Category:

Tier: Tier 2

| Activity - Literacy Enhancement K-5  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Classroom teacher in grades K-5 will use technology to improve literacy and student achievement using iPads. | Academic Support Program | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | General Fund      | Classroom teachers and title support staff. |

## School Improvement Plan

Plymouth Elementary School

### Strategy 8:

Focused writing - Teachers will write within the content areas.

Category: English/Language Arts

Research Cited: Culham, Ruth (2005). 6 + 1 Traits of Writing: The Complete guide for the primary grades. Scholastic Press. Culham, R. (2003). 6 + 1 Traits of Writing: The complete guide, grades 3 and up. Scholastic Press. Bellamy, Peter (2004) Study on Impact of 6 + 1 Trait Model

Tier:

| Activity - Content writing   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---------------------------|
| Teachers will provide opportunities to write in the content areas. Writing will occur 4-5 times per week for 45-60 minutes each day. | Academic Support Program | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | General Fund      | teaching staff, principal |

## Goal 2: All students will increase proficiency in Mathematics.

### Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency of 85 % in Mathematics by 06/10/2022 as measured by state and local assessments with an increase to 85% by 2024..

### Strategy 1:

Math focus group - Math study/focus group will conduct a deep analysis of M=STEP data to identify the areas of weakness over the past 3 years and identify students that could shift to proficiency level leading to a creation of an instructional plan.

Category: Mathematics

Research Cited: The Essentials of Mathematics, Grades K-6, Checkley 2006.

Tier: Tier 1

| Activity - Collaboration of grade levels   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                   |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------------------|
| Grade level teachers will analyze data and establish the areas of weaknesses on the M=STEP. The information will be used to inform instruction | Teacher Collaboration | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$20000           | General Fund      | Principal and grade level teachers. |

| Activity - Concentration of focus groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Plymouth Elementary School

|  |                          |        |  |            |            |         |              |                            |
|--|--------------------------|--------|--|------------|------------|---------|--------------|----------------------------|
| Special education and general education teachers will develop educational plans to meet the needs of ALL students. | Academic Support Program | Tier 1 |  | 09/03/2013 | 06/10/2021 | \$20000 | General Fund | Principal, teachers, coach |
|--|--------------------------|--------|--|------------|------------|---------|--------------|----------------------------|

### Strategy 2:

Mathematical foundation - The K-2 teachers will develop a strong mathematical foundation with all students. The teachers will provide time, exposure to concepts and practice of mathematical skills to students in grades K-2. The 3-5 teachers will build upon these skills.

Category:

Research Cited: —Mathematics Learning in Early Childhood, National Research Council, 2009

Tier: Tier 1

| Activity - Mathematical practice  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will provide mathematical computation, problem solving, fraction and geometry work to improve competency aligned with the common core. | Direct Instruction | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal, teaching staff, title support |

| Activity - Exposure for all students   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| All students including special education will be exposed to the daily instruction, vocabulary and problem solving discussion of peers. | Direct Instruction | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal, special education teacher, general education teachers |

### Strategy 3:

Technology - Classroom teachers in grades K-5 and resource room teachers will use technology (laptops/IPads) to improve their math instruction and student achievement.

Category: Mathematics

Research Cited: Teaching and Teacher Education

Volume 21, Issue 5, July 2005, Pages 509–523

Tier: Tier 2

## School Improvement Plan

Plymouth Elementary School

| Activity - Practice math concepts   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible       |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------|
| Classroom teachers in grades K-5 and resource room teachers will use technology (laptops/IPads) to improve their math instruction and student achievement. DREAMBOX | Technology    | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$7100            | Title I Part A    | K-5 teachers, principal |

### Strategy 4:

Differentiated Instruction Support - Collaborative days will be provided by the district so that teachers can create activities for the differentiated learner.

Category: Mathematics

Research Cited: Marzano

Tier: Tier 1

| Activity - Differentiated Instruction  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---------------------|
| Days will be provided to support collaboration among teachers so that differentiated lessons can be provided | Academic Support Program | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$20000           | General Fund      | Principal, teachers |

| Activity - Title one support - summer school   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible      |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------|
| Targeted Title 1 students will be provided academic support in the summer for 12 days. | Academic Support Program | Tier 2 | Implement | 07/05/2016 | 07/28/2016 | \$37050           | Title I Part A    | Principal and teachers |

## Goal 3: All students will increase proficiency in Science.

### Measurable Objective 1:

33% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on local and state assessments in Science by 06/04/2021 as measured by state and local assessments with an increase to 85% by 2024..

### Strategy 1:

Improve Science Comprehension - Staff members will incorporate informational reading and writing strategies to increase knowledge, skills and application.

Category:

Research Cited: Marzano, R.J. & Ploock, J.E. (2004). Classroom instruction that works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R., Pickering, D & Heflebower, T. (2010). The Highly Engaged Classroom. Marzano Research Laboratory, Bloomington, IN.

## School Improvement Plan

Plymouth Elementary School

Tier:

| Activity - Informational Reading and Comprehension   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|--|--|--------|---------|------------|------------|-------------------|---------------------|-----------------------------------|
| Students will engage in informational reading and comprehension activities weekly. Teachers will also highlight scientific vocabulary/meaning during each unit/kit. Differentiated Instruction of leveled informational books. | Direct Instruction                                   |        |         | 08/29/2016 | 06/16/2017 | \$10000           | Title I Part A      | Principal and classroom teachers. |
| Activity - Writing within Scientific Method  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
| Teachers will include scientific method writing at least once per unit.  | Direct Instruction                                   | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal and classroom teachers. |
| Activity - Transdisciplinary Themes for Primary Years Programme  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
| Teachers will use Primary Years Programme transdisciplinary units to build a deeper understanding of the content/concepts.   | Behavioral Support Program, Academic Support Program | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Staff, Principal and Coordinator  |

## Goal 4: All students will be proficient in Social Studies.

### Measurable Objective 1:

49% of Fifth grade students will demonstrate a proficiency with informational reading in Social Studies by 06/04/2021 as measured by state and local assessments with an increase to 85% by 2024..

### Strategy 1:

Informational Reading Materials - Teachers will use supplemental informational text within the social studies curriculum to promote comprehension. The Primary Years Programme will be used to integrate Common Core State standards and balance the four core areas of instruction. In addition, we will continue to work to increase the accessibility of technological devices in the hands of staff and students and focus on the importance of digital citizenship.

Category:

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools by Robert Marzano. 2004

Tier:

## School Improvement Plan

Plymouth Elementary School

| Activity - Informational Text  | Activity Type  | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|--|--------|-------|------------|------------|-------------------|---------------------|--|
| Teachers will use informational text to explicitly teach text structure to students. Additional informational text will also be purchased to go along with PYP and our common core through Title I services. | Academic Support Program                             |        |       | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | teachers and principal                           |
| Activity - Technology  | Activity Type  | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
| Students will utilize technology equipment (IPads/laptops) to research and read informational topics.  | Academic Support Program                             |        |       | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal, technology department, teaching staff |
| Activity - Transdisciplinary Themes for Primary Years Programm   | Activity Type  | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
| Teachers will use Primary Years Programme transdisciplinary units to build a deeper understanding of the content/concepts.   | Behavioral Support Program, Academic Support Program | Tier 1 |       | 08/29/2016 | 06/16/2017 | \$0               | No Funding Required | Principal and coordinator                        |

## 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                           |
|-----------------------------------|---|---|--------|---------|------------|------------|-------------------|---|
| Collaboration of grade levels     | Grade level teachers will analyze data and establish the areas of weaknesses on the M=STEP. The information will be used to inform instruction  | Teacher Collaboration                           | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$20000           | Principal and grade level teachers.         |
| Concentration of focus groups     | Special education and general education teachers will develop educational plans to meet the needs of ALL students.  | Academic Support Program                        | Tier 1 |         | 09/03/2013 | 06/10/2021 | \$20000           | Principal, teachers, coach                  |
| Literacy Enhancement K-5          | Classroom teacher in grades K-5 will use technology to improve literacy and student achievement using iPads.  | Academic Support Program                        | Tier 2 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | Classroom teachers and title support staff. |
| Differentiated Instruction        | Days will be provided to support collaboration among teachers so that differentiated lessons can be provided  | Academic Support Program                        | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$20000           | Principal, teachers                         |
| Implementing Tiered Interventions | Classroom teachers will differentiate the current curriculum along with providing interventions to support individual needs.  | Other   |        |         | 08/29/2016 | 06/16/2017 | \$0               | Principal and DI coach                      |
| Grade Level Meetings              | Learning coach, school psychologist, principal and classroom teacher will attend 3-5 grade level meetings each year to analyze needs of at risk targeted students in the area of reading. | Academic Support Program, Professional Learning | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | facilitator, Principal                      |
| Content writing                   | Teachers will provide opportunities to write in the content areas. Writing will occur 4-5 times per week for 45-60 minutes each day.  | Academic Support Program                        | Tier 1 | Monitor | 08/29/2016 | 06/16/2017 | \$0               | teaching staff, principal                   |

### No Funding Required

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

Plymouth Elementary School

|  |   |  |        |           |            |            |     |  |
|--|---|--|--------|-----------|------------|------------|-----|--|
| Transdisciplinary Themes for Primary Years Programm  | Teachers will use Primary Years Programme transdisciplinary units to build a deeper understanding of the content/concepts.  | Behavioral Support Program, Academic Support Program | Tier 1 |           | 08/29/2016 | 06/16/2017 | \$0 | Principal and coordinator  |
| Transdisciplinary Themes for Primary Years Programme | Teachers will use Primary Years Programme transdisciplinary units to build a deeper understanding of the content/concepts.  | Behavioral Support Program, Academic Support Program | Tier 1 | Monitor   | 08/29/2016 | 06/16/2017 | \$0 | Staff, Principal and Coordinator                                 |
| Writing within Scientific Method                     | Teachers will include scientific method writing at least once per unit.   | Direct Instruction                                   | Tier 1 | Monitor   | 08/29/2016 | 06/16/2017 | \$0 | Principal and classroom teachers.                                |
| Exposure for all students                            | All students including special education will be exposed to the daily instruction,vocabulary and problem solving discussion of peers.   | Direct Instruction                                   | Tier 1 | Monitor   | 08/29/2016 | 06/16/2017 | \$0 | Principal, special education teacher, general education teachers |
| Mathematical practice                                | Teachers will provide mathematical computation, problem solving, fraction and geometry work to improve competency aligned with the common core.   | Direct Instruction                                   | Tier 1 | Monitor   | 08/29/2016 | 06/16/2017 | \$0 | Principal, teaching staff, title support                         |
| Literacy Block                                       | K-1 Teachers will have a daily uninterrupted 90 minute literacy block. Second grade teachers will have a daily uninterrupted 60-90 minute block. 3-5 teachers will have uninterrupted 60 minute literacy block. | Academic Support Program                             | Tier 1 | Implement | 08/29/2016 | 06/16/2017 | \$0 | Principal, Teachers , Primary Years Programme consultant         |
| Technology   | Students will utilize technology equipment (IPads/laptops) to research and read informational topics.   | Academic Support Program                             |        |           | 08/29/2016 | 06/16/2017 | \$0 | Principal, technology department , teaching staff                |
| Informational Text                                   | Teachers will use informational text to explicitly teach text structure to students. Additional informational text will also be purchased to go along with PYP and our common core through Title I services.    | Academic Support Program                             |        |           | 08/29/2016 | 06/16/2017 | \$0 | teachers and principal   |

### Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|



# School Improvement Plan

Plymouth Elementary School

|   |  |                          |        |           |            |            |          |   |
|---|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Title one support - summer school       | Targeted Title 1 students will be provided academic support in the summer for 12 days.   | Academic Support Program | Tier 2 | Implement | 07/05/2016 | 07/28/2016 | \$37050  | Principal and teachers                          |
| Parent reading day/night K-5            | Reading day/nights to promote family literacy. Speaker and books to share with parents.  | Parent Involvement       | Tier 1 | Implement | 08/29/2016 | 06/16/2017 | \$500    | Principal                                       |
| Para Training                           | Learning coach to train paraprofessionals during the school day on strategies and interventions. Trainings will take place during designated weekly planning time with classroom teacher. This 45 minute sustained training will help improve effectiveness of instructional paras and leading to academic growth. | Professional Learning    | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$0      | Principal and HQ trainer                        |
| Kindergarten Curriculum Night           | Curriculum night in the fall to share strategies in the 4 core areas to parents. Books and snacks for event.   | Parent Involvement       | Tier 2 | Implement | 08/29/2016 | 06/16/2017 | \$650    | Title I Staff, Kindergarten Teachers, Principal |
| Kindergarten Readiness                  | Kindergarten (3) teachers will provide two days of instruction prior to the beginning of the school year to incoming kindergarteners in order to pre-teach skills necessary for kindergarten success in language arts, common core, mathematics.   | Academic Support Program | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$1251   | Principal and teachers                          |
| Title I Leadership Conference           | Attend fall and spring state level conference to gain knowledge to improve reading and core scores.  | Academic Support Program | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$1267   | Principal                                       |
| Utilizing Title I Staff                 | Title I staff will support the identified at-risk students by adding more one on one time to their instruction. This will support the teacher by helping to reinforce skills already taught or monitor the students while teacher provides instruction. The staff will include paras and title support.            | Academic Support Program | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$134982 | Principal                                       |
| Summer School for Title students        | Targeted title students will be provided academic support in the summer for 12 days.   | Academic Support Program |        |           | 08/04/2014 | 06/10/2021 | \$22000  | Principal                                       |
| Informational Reading and Comprehension | Students will engage in informational reading and comprehension activities weekly. Teachers will also highlight scientific vocabulary/meaning during each unit/kit. Differentiated Instruction of leveled informational books.   | Direct Instruction       |        |           | 08/29/2016 | 06/16/2017 | \$10000  | Principal and classroom teachers.               |
| Practice math concepts                  | Classroom teachers in grades K-5 and resource room teachers will use technology (laptops/IPads) to improve their math instruction and student achievement. DREAMBOX  | Technology               | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$7100   | K-5 teachers, principal                         |
| Parenting resource materials.           | Parent Involvement materials to be checked out as support for parents with at risk students.   | Parent Involvement       | Tier 2 | Monitor   | 08/29/2016 | 06/16/2017 | \$73     | Principal, Family Intervention Specialist.      |

**School Improvement Plan**

Plymouth Elementary School

|                                |  |                          |        |         |            |            |         |           |
|--------------------------------|--|--------------------------|--------|---------|------------|------------|---------|-----------|
| Family Intervention Specialist | Family intervention specialist will work with students to help prevent behaviors interfering with classroom learning | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/10/2021 | \$36000 | Principal |
|--------------------------------|--|--------------------------|--------|---------|------------|------------|---------|-----------|

**Title II Part A**

| Activity Name      | Activity Description  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible            |
|--------------------|---|-----------------------|--------|-------|------------|------------|-------------------|------------------------------|
| Learning Coach PYP | .5 ICT facilitator will assist teachers with classroom instruction, management and implementation of learning profiles. | Professional Learning | Tier 2 |       | 09/03/2013 | 06/10/2021 | \$2               | Principal and LA coordinator |