



School Improvement Plan

H.T. Smith Elementary School

Fowlerville Community Schools

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Fowlerville, MI

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

H. T. Smith Elementary houses almost 670 students in grades Kindergarten through Second. Fowlerville is a rural community located in the west end of Livingston County approximately 25 miles east/southeast of Lansing. In the previous 3 years the declining economy has had a significant impact on Fowlerville and its residents. Although some new homes are under construction, they are not currently occupied and have not had an impact on enrollment. The students in the school are 93.45% Caucasian, 1.85% African American, .71% Native American, 2.56% Hispanic/Latino. The staff is 98.5% Caucasian. The community is 96.8% Caucasian, .2% African American, .6% Native American, .3% Hispanic/Latino. The declining economy and the lack of adequate state funding for the schools have created many challenges for the school and the community. Fowlerville contains a large amount of affordable housing and the number of Economically Disadvantaged students has increased along with the number of homeless families over the past three years.

School's Purpose

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

We, the staff of H. T. Smith Elementary School, believe that all students are capable of learning and can achieve basic skills. We accept the responsibility to teach the total student body so that each child may attain positive growth socially, emotionally, and academically. We accept the responsibility to maintain a creative and supportive atmosphere.

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.

Points of Pride:

5-Day All-Day Kindergarten

Student of the Month Recognition

Student Artwork in permanent collection at St. Joseph Hospital in Howell

First and Second grade Musical Performances Yearly coordinated by Certificated Music Teacher

Grief Programs

Big Futures Mentoring Programs

Toys for Tots Collections

Annual Celebration to recognize volunteers

Jumprope for Heart collection for American Heart Association

Every Penny Counts Red Cross Drive

Family Impact Center Partnership

Family Fun Nights: Reading, Science, Fitness, Math, Christmas Dance, End of Year

Michigan Green School

Full Class Computer Lab

Beautiful Library

Gifted and Talented Program

Informal Parent Meetings with Elementary Principals

Bi Monthly Assemblies

Jump Start Summer Learning Program

March is Reading Month Activities: Students read over 27,000 books!

English Language Learners tutor / mentor support

3 year award winners - Department of Environmental Quality Earth Day Poster contest

Scholastic Illustration Contest Winner

90 chromebooks available for student use in the building

After School Clubs:

Green Club

Art Club

Chess Club

Puzzle Club

Sign Language Club

Reading Club

The school is striving to improve all academic areas in the next three years with an emphasis on improving Mathematics, Reading and Writing instruction.

Additional Information

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

The staff at H.T. Smith Elementary School firmly believes that all students can learn and resource allocation decisions are based on this belief. Staff and parents partner to provide a premier educational experience within, and outside, the walls of our school. We appreciate the public and the community partnering with us on this mission. We look forward to continuing to broaden the scope of knowledge of our students.

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.

Representatives from staff, parent / community group, and the district met throughout the year reviewing and developing the building's school improvement plan. Volunteers were requested to represent groups and were included on the team. Team members then shared information and gathered input from groups they represented. Meetings were held during the school day, after school and through email and surveys as possible.

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

Staff members were inserviced in the schoolwide process. The school's leadership team took responsibility for the majority of writing and facilitated group projects: reviewing research, analyzing data, and making decisions on what to put into the plan. Staff provided feedback during staff meetings and through surveys. Parents provided input during monthly parent meetings. The PTC board also participated in designing the family survey distributed to all parents during fall conferences.

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 will be shared through staff meetings, parent notices, and at parent meetings as well as posted on the building website. Updates on the plan progress will be reported quarterly at staff meetings as well as in parent notices and on the webpage.

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?

Due to a decrease in student enrollment, we have decreased the number of classroom sections. During the 2014-2015 school year we had 8 sections of Kindergarten, which is down from 9 sections in the 2013-2014 school year. First and Second grades each had 9 sections. Based on current numbers, we are projected to have 8 sections of Kindergarten and 8 sections (Down from 9) of 1st Grade, and 9 sections of 2nd grade in the 2015-2016 school year.

Student Demographic Data

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

After looking at our attendance data we have noticed that we have a wide range, with some students having excellent attendance, whereas some students have a lot of absences. We have a high number of absences especially at the Kindergarten level, which is consistent over the last three years. We have seen a decrease in the number of absences over the last three years in both 1st and 2nd grade. We continue to have an issue with certain parents signing out students early at the end of the day.

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?

When looking at our behavior data over the last three years we have noticed two different trends. In Kindergarten we have noticed that the amount of referrals and suspensions has stayed about the same. However, in 1st and 2nd grade we have noticed a large decrease in the amount of referrals sent to the office and suspensions. The staff in our building have taken more ownership of all students in the building and not just in their class, which leads to higher behavior standards in and out of the classroom.

Student Demographic Data

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

The identified challenges that we are currently facing are an increase in homeless families and a higher number of students living in poverty. Our staff has addressed these challenges by increasing awareness and learning how to work with the families to provide additional resources. We have also been more diligent with tracking student absences and referring to the count truant officer when necessary.

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

SY 2015-2016

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impact might this have on student achievement?

After reviewing the number of years of experience among our teaching and administrative staff we believe their experience in and out of the classroom has a positive impact on their ability to increase achievement and morale within the building.

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?

After reviewing the total number of years of teaching experience in our building we noticed there is a wide range of years of teaching experience. This range leads to a natural collaboration in sharing experiences and balance in the building. It is expected that this collaboration will have a positive affect on 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?

After reviewing the absence data for our school leaders we noticed that there was an administrator in the building every day throughout the academic school year. With an administrator in the building every day, it led to higher standards and increased student achievement. It also gave them the opportunity to be directly involved with the instruction of the students.

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?

After reviewing our total teacher absences we believe that there is little impact on our students for a variety of reasons. Our teachers work in teams and when one member is absent, the other team members step in and make sure all the necessary plans and materials are in place for learning to continue. We also have a list of regular highly qualified substitute teachers that are in our building on a consistent basis and know how all of our programs work. The teachers do a great job of leaving very detailed, specific plans when they will be out of the classroom. With all of these factors there is a very low impact on student achievement when the teachers are absent.

Teacher/School Leader(s) Demographic Data

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

As we look to next year, we must focus on keeping morale high among the staff. There will be a new At Risk Intervention Specialist/Assistant Principal in place who will need to hit the school year ready to become familiar with the population and culture of the building and community as well as continue having a positive influence on student achievement. Due to retirements, there are also 4 new teacher additions to the staff. Collaboration was highlighted during the interview and selection process and it is believed they will complement the already highly qualified staff.

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?

The strength that stood out the most in our building this year was staff collaboration. Our staff members had a designated weekly time to collaborate with their grade level pod members. During this collaboration time they were able to plan lessons and discuss data that they were collecting in their classrooms. The pods consisted of 4-5 classrooms and when available, additional support staff.

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?

One of the challenges that stood out among all staff members was a need to increase entire grade level collaboration. With the way that our schedule is set up, only half of each grade level can collaborate at the same time. There is a limited amount of time that the entire grade level can meet to collaborate.

There also needs to be a shared understanding of the assessment process used to measure student academic growth.

12. How might these challenges impact student achievement?

Due to the fact that the whole grade level can not collaborate at the same time we are seeing the two separate teams teaching the curriculum at a different pace at some grade levels. Classroom assessments indicate student academic growth, however the results of the norm referenced exam taken throughout the year do not concur.

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.

In order to correct this problem we must provide set dates throughout the course of the school year that are designated to whole grade level collaboration. In addition, there needs to be plan in place for students to set goals and learn test taking strategies throughout the school year while deepening their ability to apply learned information.

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?

With the implementation of Prime Time (intervention time) among all grade levels we are ensuring that all students receive interventions based on their academic needs. We review the data approximately every eight weeks and rearrange our intervention groups based on students' needs.

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

In order to provide extended learning opportunities in our building we offer Jump Start Summer School to students who are struggling academically. For those students that qualify, there are ESY (Extended School Year) opportunities. Extended learning also takes place during Prime Time for students who are more advanced in their studies and in after school clubs offered to all grade levels throughout the school year.

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

Teachers make referrals for Extended Learning Opportunities based on student performance in the classroom. When students are identified for extended learning opportunities, parents are contacted to complete an application. During conferences and in progress reports, parents are notified of their child's progress and opportunities for advancement and/or intervention activities available.

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?

In order to ensure all staff members are teaching the core standards with fidelity we use a variety of tools such as pacing guides, google docs, and lesson plans that are posted weekly on Planbook.com. The administrators review them with grade level chairpersons and grade level teams update as needed. Discussions occur at Leadership Team meetings and professional learning sessions on the vertical alignment among the grade levels in the building.

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.

We currently do not complete the health survey/screener results in our building.

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

After reviewing our NWEA and DRA data and comparing the fall testing session to the spring testing session we noticed the following strengths in each grade level.

Kindergarten- The students made the largest increase in Foundational Skills. They were also very strong in Language and writing, where they raised the most students out of the low proficiency range.

1st Grade- The students had the highest proficiency score in Vocabulary use and Functions. However, they had the largest proficiency increase in the area of Language and Writing.

2nd Grade- The students met grade level standards in DRA.

19b. Reading- Challenges

After reviewing our NWEA and DRA data we noticed a few challenge areas that need to be addressed. The following challenges are broken down by grade level.

Kindergarten- Needs to focus on the area of Vocabulary Use and Functions, there was a decrease of 5% from fall to spring.

1st Grade- Needs to focus on the area of Literature and Informational Reading, there was only 2% growth from the fall to spring.

2nd Grade- Needs to focus on the area of Foundational Skills, Language and Writing, and Literature and Informational Reading, there was a decrease in each sub section from the fall to the spring.

It is also thought that we need to update our current reading record assessment system to reflect the most recent research and best practices available.

19c. Reading- Trends

After reviewing the NWEA data, our students had the highest proficiency range in the area of Literature and Informational Reading in all grade levels. With this as our baseline collection year, we anticipate an upward trend in all areas of student achievement in the future.

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.

We will be addressing these challenges by continuing our Prime Time reading interventions with a focus on Foundational Skills as indicated by the results of the MPG. We are upgrading to a new building wide benchmark reading assessment. All instructional staff will be inserviced on the new program. We will also develop a plan building wide to define the grade level expectations with an emphasis in comprehension, fluency, and phonics using the Fountas & Pinnell Literacy Continuum and Phonics Lesson resources.

20a. Writing- Strengths

Based on of the NWEA test results, Kindergarten and 1st Grade both had over 10% growth from the fall assessment to the spring assessment.

20b. Writing- Challenges

Based off of our NWEA results, 2nd grade had a 4% decrease in proficiency from the fall assessment to the spring assessment.

20c. Writing- Trends

This was our baseline year of reviewing MPG data for writing. It was difficult to identify a building wide trend in writing due to lack of consistency across the building grade levels.

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.

In order to address the challenges we are facing in writing across all grade levels we plan to do two things. First, we will need to revisit and evaluate our writing rubrics across all three grade levels. Secondly, we will need to evaluate the pacing of writing across all three grade levels and work towards a common continuum with a common rubric building wide.

We will need to start looking at fall writing samples and compare them to spring samples to evaluate the instruction of writing across the grade levels.

21a. Math- Strengths

After evaluating our NWEA data from the 2014-2015 school year we noticed several areas of strength in math. The following are strengths by grade level.

Kindergarten- The students made significant gains in the following subsections from the winter testing session to the spring session, Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry.

1st Grade- The students made significant gains in the following subsections from the fall testing session to the spring session, Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry.

2nd Grade- The students made significant gains in the following subsections from the winter testing session to the spring session Number and Operations, Measurement and Data, and Geometry.

21b. Math- Challenges

The following are challenge areas that we focus on for the upcoming school year.

2nd grade- After reviewing the NWEA data from the fall to the spring, 2nd grade decreased 9% in the area of Operations and Algebraic Thinking.

21c. Math- Trends

After reviewing data from the NWEA assessment in the fall as compared to the spring, all grade levels focused on the fundamental concepts in math and built a strong base to increase the scores of our students in the area of Number and Operations.

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.

We will address the areas of challenge in math three ways. The first way will be through extensive professional development on our math series, "Bridges Math." The second way will be to revisit our math intervention times through Work Places and to look at the time frame and structure of the program. The third way will be to differentiate more in the daily presentation of the lessons.

22a. Science- Strengths

NA

22b. Science- Challenges

NA

22c. Science- Trends

NA

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.

NA

23a. Social Studies- Strengths

NA

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

23d. Social Studies- Summary

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

NA

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?

This building houses grades Kindergarten through Second Grade. Student perceptions are reflected in the parent responses.

24b. Student Perception Data

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

This building houses grades Kindergarten through Second Grade. Student perceptions are reflected in the parent responses.

24c. Student Perception Data

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

This building houses grades Kindergarten through Second Grade. Student perceptions are reflected in the parent responses.

25a. Parent/Guardian Perception Data

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

Results of the survey indicate a majority of parents feel welcome at our school and have a clear understanding of what their child must do in order to pass to the next grade level. They feel we have a strong teaching, caring, professional staff.

25b. Parent/Guardian Perception Data

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

Parents are concerned with the lack of building upgrades-ceiling leaks, parking lot issues, technology, and building security.

25c. Parent/Guardian Perception Data

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

We will continue to work with the maintenance department on improving the building issues. We will continue to have a greeter in front of the office and keep all doors locked after 9:00am except the door leading to the front office area.

26a. Teacher/Staff Perception Data

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

Staff was satisfied with the new schedule implemented this year that created a consistent daily special schedule and an increase in collaboration time.

26b. Teacher/Staff Perception Data

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

There is still not enough time to meet all the needs of all the students. Some schedules are choppy and it is difficult to dedicate a time block to literacy and/or math.

26c. Teacher/Staff Perception Data

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

We will continue to collaborate and brainstorm solutions together to solve the schedule challenges. A calendar will be developed to dedicate time for whole grade level collaboration.

27a. Stakeholder/Community Perception Data

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

Stakeholders are satisfied with our participation in community efforts to improve the community and the behavior of our students in the community.

27b. Stakeholder/Community Perception Data

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

School Improvement Plan

H.T. Smith Elementary School

Some community members think our students are using too much technology.

27c. Stakeholder/Community Perception Data

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

We will attempt to educate them in the benefits of keeping our students immersed in academic technology and the benefits of staying current in our ever changing world.

Summary

28a. Summary

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

The area of strength is that we have a united staff that collaborates on a consistent basis in order to provide the highest level of education for our students. The staff shares ideas and resources not only in the school setting, but outside as well.

One of the main challenges for our staff is finding enough time to meet the individual needs of all students in all curricular areas. Student performance on the NWEA does not concur with student performance observed by teachers in the classrooms.

28b. Summary

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

A concern is that if we are spending too much time on test preparation, are the students learning what they need to learn to be successful.

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 goals, objectives, strategies, and activities will focus on increased academic achievement through research based best practices identifying students strengths and building on them to improve gaps in learning. We plan to revisit our current practices and improve them through collaborative learning of programs. Anticipated changes include: implementing Fountas & Pinnell Benchmark System as a building wide literacy assessment; identifying the specific reading strategies students need to master and be able to apply at each grade level; teaching a consistent phonics program building wide; improving Math instruction by reviewing the current Bridges program and developing pacing guides with interventions for all children to attain benchmark levels; and designing writing rubrics to measure student writing across grade levels in the building.

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
	Literacy and math are tested annually in grades 1-5.	Yes	Our students begin NWEA testing in kindergarten and continue beyond the fifth grade in our district.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.fowlervilleschools.org/files/360230/smith%20aer%20principal's%20letter%202014.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school does not have 8th grade.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our students do not complete EDPs.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tim Dowker, Assistant Superintendent 7677 Sharpe Road Suite A Fowlerville, MI 48836 517-223-6027	

School Improvement Plan

H.T. Smith Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	H. T. Smith Professional Development Plan - see attached	15.16 PD Plan

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

How was the comprehensive needs assessment conducted?

The Leadership Team met twice monthly throughout the year to plan how and when the information for the comprehensive needs assessment would be collected and reviewed. The team consisted of the 3 grade level chairpersons, the school improvement chairperson; the Media Specialist; the Special Education chairperson; and the building administrators. The full staff was divided into groups based on the three goals. They met at staff meetings, after school, grade level meetings, and during professional learning time to review data, discuss how the data affects their instruction, and complete the comprehensive needs assessment. Parents and administrators meet monthly to review and discuss the needs of the school. At the fall conferences, parents were asked to provide input through completion of a survey. The Parent Teacher Club (PTC) was involved in the creation of the family survey as well as the Family Compact and Parent Involvement Plan. In addition, another parent group was formed during the 2014-15 school year - Parent Advisory Committee - to provide the administrators with specific feedback on areas of concern in the building.

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

When looking at MAP for PG (NWEA) data, it was noticed that the results did not correlate with the classroom assessment data. This was the baseline year for the Prime Time Reading Program. Additional information will be available during/after year 2 (2015-2016).

According to the School Process Rubrics from 2010-2014, personnel qualifications and instructional leadership are strong points at the school. According to the 2014-2015 School Process Rubrics, staff was pleased with the increased teacher collaboration time in order to improve operational and resource management, curriculum, and manage student needs through review of available data. There remains a need to increase whole grade level and cross grade level collaboration.

The results of perception surveys of parents and staff completed November 2014, show parents are satisfied with the school and its programs. They feel welcome at the school and the majority of parents have a clear understanding of the instruction and activities their child receives at the school including what they need to learn to pass to the next grade. Staff members also feel safe at school and see the need for increased collaboration opportunities among the entire grade level team.

A review of 3 years of demographic data shows the student count has decreased by a few students each year. Over the past 3 years, the number of students attending Smith Elementary varies between 650-675 in grades Kindergarten through second grade. The racial/ethnic breakdown of the student population is: White 94.1%, African American 2.0%, Hispanic 2.2%, Asian 1.3%, students with disabilities 9.3%, English Language Learners 1.0%, Homeless .4%, migrant .6%, Male 53% and Female 47%. The Economically Disadvantaged (Free and Reduced priced lunch count) is 42.77%. The majority of students attend school regularly and on time throughout the year and remains in the district year to year. According to the data collected on attendance, 75% of Smith students attend school 90% of the time. There were approximately 2 suspensions during the 2014-2015 school year.

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

The priority areas identified are reading, writing, and math based on the data available to us as a K-2 school. There is a gap in all areas for special education students therefore a need to address that subgroup. At the K-2 grade levels, Science and Social Studies instruction is incorporated in teaching reading, writing, and math therefore those content areas are included in the reading, math and writing goals.

The student achievement data examined to determine the goals includes: district common assessment results; report card grades; and the Michigan top to bottom list ranking list. Staff meeting, Leadership Team meeting and professional learning time was used to collect, review, and analyze local and state assessment results over a 3 year period. A review of the data showed a slight increase in Kindergarten and First grade reading and math. Grade level and individual classroom data was distributed and reviewed at staff meetings, Leadership Team meetings, and individual teacher conferences with the principal. Data used included report card grades and common assessments (including the NWEA - MAP test for Primary Grades).

The School Process Rubrics (current year as well as previous years) were reviewed as well as evidence cited to support the responses on those documents. They were reviewed during staff meetings and the current year's document was completed through a collaborative process with discussions and conversations around the evidence that is available. The Leadership Team then identified the partially implemented areas and targeted them as areas to address while writing the school wide plan.

Perception Data: At Fall conferences, each parent was given a hard copy of a survey designed to evaluate their perception of the school processes and programs. These documents were collected and compiled into a report that was reviewed and used to make plans on building improvements. Staff was invited to participate in a building survey in the Fall and a district wide survey in the spring. Results of those surveys were reviewed and used to make decisions. In order to review demographic data, information was taken from the district student information system as well as the mischooldata.org website to research student enrollment, aggregate and subgroup trends, attendance, discipline, and mobility - by grade level, gender, and ethnicity over time.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Reading- ALL teachers will differentiate instruction; for students who need additional assistance, interventions will be provide through an intervention block including Leveled Literacy Instruction (LLI) and small group instruction using Title I, 31a At Risk and Special Education funds to target the areas in which they need extra assistance. An emphasis will be placed on science and social studies content through informational text instruction and purposeful planning to integrate the content areas.

Writing- ALL teachers will implement writer's workshop and differentiated instruction; for students who need additional assistance, interventions will be provide through small group instruction using Title I, 31a At Risk and Special Education funds to target the areas in which they need extra assistance.

Math-ALL teachers will implement Bridges math work places to differentiate instruction; for students who need additional assistance, interventions will be provided with small group instruction using Title I, 31a At Risk and Special Education funding to target the areas in which

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they need extra assistance. The work places have built in higher level thinking as well as intervention strategies.

Component 2: Schoolwide Reform Strategies

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

Reading- ALL teachers will implement a reader's workshop using a variety of narrative and informational texts and Daily 5 framework incorporating CAFE strategy instruction following grade level pacing guides written to include the Common Core State Standards following the Continuum of Literacy Learning for grades K-2. ALL teachers will differentiate instruction. An emphasis will be placed on science and social studies content through informational text instruction.

Writing- ALL teachers will implement writer's workshop and differentiated instruction in writing and use a designated rubric to analyze student writing.

Math- ALL teachers will implement Bridges math program, math work places and differentiate as needed to guide all students to mastery/application level.

Social Studies will be integrated into all subjects.

Science will be taught by a highly qualified science teacher in a science lab and integrated in all subject areas in the classrooms.

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

The research based methods included in our reading goal and strategies are: Leveled Literacy Intervention (reading intervention program), Sight Word Intervention, Fountas and Pinnell Continuum of Literacy instruction including the Benchmark Assessment System, Guided Reading Groups, RAZ Kids (online reading program), Differentiation, Collaboration, and MAP for PG Data (NWEA assessment program).

The following methods increase the quality of instruction: Guided Reading groups, collaboration, Daily 5 format with CAFE reading strategies, the Daily Cafe subscriptions, and MAP for Primary Grades. The level of quality instruction will increase through teacher training, collaboration, analysis of performance data and consistent implementation of the listed programs. The following methods increase the quantity of instruction by providing the students a variety of methods to practice and demonstrate what they have learned: Leveled Literacy Intervention, RAZ Kids, Moby Max, Discovery Education United Streaming, Teach your Monster to Read, and Differentiation. The quantity of instruction increases through these methods as the students are able to read 'just right' leveled readers at home as well as at school including Virtual Learning Experience (VLE). Instructional paraprofessionals work directly with students during Prime Time periods to decrease adult/student ratio and further differentiate instruction to all students.

The research based methods included in our Math goal and strategies are: Moby Max (online Math program), Bridges Math Program, Math Learning Places, Differentiation, Collaboration, and Northwest Evaluation Association - Measure of Academic Progress for Primary Grades. (NWEA -MAP for PG)

The following methods increase the quality of instruction: Bridges Math Program, Collaboration, and Northwest Evaluation Association - Measure of Academic Progress for Primary Grades. (NWEA -MAP for PG) data analysis. Through teacher training, collaboration, analysis of SY 2015-2016

performance data, and consistent implementation of the listed programs, the staff is greater prepared to deliver instruction with fidelity. The following methods increase the quantity of instruction: Moby Max, Math Learning Places, Bridges intervention materials, and Differentiation. As students are taught at their performance levels, they receive additional support through staff interaction and are allowed access to online programs at home, in the computer lab, and through Virtual Learning Experience (VLE).

The research based methods included in our writing and strategies are: Writing Workshop, Differentiation, Collaboration, and MAP for PG Data. The following methods increase the quality of instruction: Writing Workshop, Collaboration, and Northwest Evaluation Association - Measure of Academic Progress for Primary Grades. (NWEA -MAP for PG) data analysis.

Through differentiation of instruction, the quality of instruction will improve as teachers target specific lessons for specific students and meet their educational needs.

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

When looking at MAP for PG (NWEA) data, it was noticed that there is a gap between the MPG data and the classroom assessment data. This was the baseline year for the Prime Time Reading Program. Additional information will be available after year 2 (2015-2016).

This gap will be addressed through differentiated instruction. ALL teachers will differentiate instruction. For students who need additional assistance, interventions will be provide through an intervention block (Prime Time Reading) including LLI and small group instruction using Title I, 31a At Risk and Special Education funding. An emphasis will be placed on science and social studies content through informational text instruction.

In Writing, it was difficult to target the gaps due to lack of common rubrics in the building. Staff will collaborate to determine a more effective manner to teach and assess student writing across grade levels. In order to better prepare our students for writing, ALL teachers will implement writers workshop and differentiated instruction in the content area of writing; for students who need additional assistance, interventions will be provide through small group instruction using Title I, 31a At Risk and Special Education funding.

Math:

When looking at MAP for PG (NWEA) data, it was noticed that there is a gap between the MPG data and the classroom assessment data. Additional information will be available after year 2 (2015-2016).

In order to address these gaps. ALL teachers will implement Bridges math work places to differentiate instruction including intervention modules as needed; for students who need additional assistance, interventions will be provided through an intervention block with small group instruction using Title I, 31a At Risk and Special Education funding. Science and Social Studies will be integrated in math instruction.

The performance gaps in Science and Social Studies will be addressed through integration of content in English Language Arts and Math lessons.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading- For students who need additional assistance, interventions will be provided through an intervention block (Prime Time Reading) including LLI and small group instruction using General, Title I, 31a At Risk and Special Education funding. An emphasis will be placed on science and social studies content through informational text instruction. Tier 1 support will be provided in the general educational setting to all students. Tier 2 small group instruction will be provided through an intervention block based on ability determined through differentiation provided by teachers, instructional paraprofessionals, and ancillary staff members. Tier 3 services are provided through special education programs.

Writing- For students who need additional assistance, interventions will be provided through small group instruction using General, Title I, 31a At Risk and Special Education funding. Tier 1 support will be provided in the general educational setting to all students. Tier 2 small group instruction will be provided through an intervention block based on ability determined through differentiation provided by teachers, instructional paraprofessionals, and ancillary staff members. Tier 3 services are provided through special education programs.

Math-For students who need additional assistance, interventions will be provided through Bridges work places including intervention modules when necessary with small group instruction using General, Title I, 31a At Risk and Special Education funding. Tier 1 support will be provided in the general educational setting to all students. Tier 2 small group instruction will be provided through an intervention block based on ability determined through differentiation. Tier 3 services are provided through special education programs

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

In order to determine if the students needs are being met in reading, we progress monitor using various assessments. In Reading, we plan to evaluate using the Benchmark Assessment System (new for the 2015-16 school year) and the results from MAP for PG (NWEA) assessment.

Students performing below grade level will be progress monitored throughout the year and the results will be used to address specific needs.

In Writing, the students are all assessed using a grade level specific rubric to ensure progress is being made. They will be given multiple opportunities to write individually, in small groups, and with teacher guidance.

In Math, the students all take unit and checkpoint assessments along with progress monitoring through MAP for PG (NWEA) assessments.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. New hires must prove they meet the requirements to be offered employment.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, teachers meet the NCLB requirements for highly qualified. New hires must prove they meet the requirements to be offered employment.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Over the last four years there has been approximately a 3% turnover rate of the school's teachers. The majority of teachers have been with the school for a number (7+) of years. Due to retirements and district transfers, four highly qualified early elementary teachers were hired to begin in the 2015-2016 school year.

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

There are 34 teachers on staff overall. The experience level is as follows:

- 2-3 years 18%
- 4-8 years 21%
- 9-15 years 15%
- 15-more years 47%

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

H. T. Smith Elementary has a variety of qualities in place to attract and retain high quality teachers. Some are as follows:

- Positive, supportive, collaborative staff
- Telephones in the classrooms
- An extensive leveled book collection
- A beautiful library
- Document cameras, audio systems, and projectors in every classroom
- A safe & secure environment
- Technology support
- Involved parents
- Strong community involvement
- Building entrance greeters
- On site walking track

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

Fowlerville Community Schools has several initiatives to attract and retain highly qualified teachers to the district:

- Supportive staff, mentors for new staff

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- One campus for all grade levels
- Clean, maintained buildings and grounds
- Safe and secure buildings
- Police liaison officer
- Openings for new teachers
- In house professional development
- Access to Performing Arts Center
- On campus child care for staff and community
- Staff lunch - ordered and delivered
- Laptops / tech support
- Updated libraries
- Document cameras and projectors
- High level of community support
- Michigan State Teacher Recruitment Fair

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Fowlerville Community Schools does not have a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Professional topics teachers will be trained in include: differentiation of instruction in all content areas, analyzing MPG data for instructional purposes, implementing Guided Reading groups, Daily 5 format and instruction of CAFE strategies through use of the Daily Cafe website resources, Math learning stations, Bridges Math Program with a focus on Number Corner, incorporating science and social studies into language arts and math instruction, Intel Math, Study of Early Literacy (SOEL), Teachers Learning Together (TLT) and writing workshop including rubric analysis.

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

The attached professional development plan highlights the training the stakeholders feel is needed to implement this plan. The plan outlines professional growth including implementation time for such programs. Strategies and methods will be shared at the formal professional learning sessions, put into practice in the classrooms, and then visited again to collaborate on what works with Smith students.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		15.16 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

HT Smith elementary encourages parental involvement through programs designed to increase parent-school communications. Parents are involved in evaluating Title I programs and services. The HT Smith elementary Title I School Wide Parent Involvement Plan was created as a collaborative effort between the HT Smith Parent Teacher Club (PTC) and school staff. The plan was presented to the whole staff and to our parent volunteers for their input. Parents completed a Title I program survey at Spring Parent Teacher Conferences. This plan will be presented to our parents at the Fall 2015 Parent Open House when we hold our annual Title I Parent Meeting. A copy of the plan will be available at the Fall and Spring Parent Teacher Conferences. The Smith Elementary Community is committed to improving our Title I School Wide Plan annually by reviewing and revising it as a community of parents, students, and staff.

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

H. T. Smith Elementary will hold an annual Title I meeting during Fall Open House to provide parents with information about the program and the part they play in its implementation.

Parents will be notified of the Open House meeting through class placement letters mailed home, on the front doors of the school and in the local newspaper. At the Open House there will be a power point presentation as well as brochures distributed with additional information. Title I School Wide information will also be available at the following: Kindergarten Orientation (morning and afternoon sessions), Conferences (afternoon and evening/in person, phone, and video) Parent Teacher Club (PTC) monthly meetings, Parent Advisory Committee (PAC) meetings and through our Building Counselor contacts.

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

The plan will be shared at the Fall Open House, Fall and Spring Parent Teachers conferences, and at the PTC fall and spring meetings. It is also located on our school website. Parents play an integral part of the HT Smith Elementary School team. They are encouraged to provide input/feedback through a survey during fall and spring conferences. H.T. Smith Elementary School will provide parents an opportunity to submit any comments on the school wide plan by: The following protocol and procedure by first contacting the school principal, than the Title 1 director if there is still an issue.

Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program. Parent Suggestion Box available through email where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program, through spontaneous Parent Teacher Conferences and by regular communications, including newsletters, email, phone calls, texts etc.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, H T Smith Elementary's Title I Parent Involvement Policy (ESEA Section 1118.c-f) is located on our School Web site and is attached in the ADDITIONAL REQUIREMENTS Section of the ASSIST Diagnostics.	Smith Parent Involvement Plan

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118.E.1.

To ensure that parents are informed about academic standards and assessments, regarding the following topics:

- HT Smith Elementary School will assist parents personally, in small group and/or grade level sessions so they understand such topics as the state's academic content standards, state student academic achievement standards, state and local assessments.
- HT Smith Elementary School will assist parents personally, in small group and/or grade level sessions on how to monitor their child's progress.
- HT Smith Elementary School will assist parents personally; in small group and/or grade level sessions in ways they can work with the school staff to improve academic achievement of their child. Provide materials and training to parents: 1118.E.2

HT Smith Elementary School offers training and materials to parents through the following events and activities, and resources:

- Kindergarten Orientation day
- Activities with HT Smith's Elementary Parent Teacher Committee(PTC) and Parent Advisory Committee (PAC) meetings
- Parent Title I Workshops
- Parent Connect Home Help Newsletters
- Community Resources list
- Letters on how to use Moby Max, Raz Kids, and Teach Your Monster to Read
- Parent Tab on School-District Website- Link to Michigan Department of Education's Parent Engagement Toolkit
<http://fowlervilleschools.org/parents.cfm?subpage=819568>
- Monthly School newsletters
- Classroom newsletters
- District Publications.

HT Smith Elementary School provides parent resources to encourage continued support in the home through the following resources:

Parent Information and Resource Center (PIRC), 11172 Adams St, Holland, MI 49423. Director: Deanna Depree. Phone 616-396-7566 x116.
www.lifeservicesystem.org

Parents as Teachers program. www.pta.org

Educate teachers, Title I Staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118.E.3.

HT Smith Elementary School, with the assistance of parents, has educated teachers, the counselor, principal and other staff in the value of parent contributions.

- The staff has been trained at local Professional Learning days and at staff meetings in how to reach out to, communicate with, and work with parents as equal partners. The staff has been trained to implement and coordinate parent programs and build ties between parents and schools.
 - Parent Involvement strategies are part of HT Smith Elementary's Professional Learning. Staff meetings are used to review Michigan Department of Education's Parent Engagement Toolkit Site <http://fowlervilleschools.org/parents.cfm?subpage=819568> and how to continue to encourage parents to visit and use available resources found on the Parent Site on the District Web page.
- Coordinate parent involvement activities with other programs: 1118.E.4.

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HT Smith Elementary School will work to coordinate programs to ensure success for all by:

- Providing School Community Engagement through the Fall Festival, Science Night, Citizen of the Month recognition, Math Night, Reading Night, Family Fitness Night, Science Night, Christmas Dance, Volunteer Tea, Take Home Book Program, End of Year Picnic, Parent Sign Up/Volunteer Invites
- Collaborating and working with Great Start School Readiness and Head Start, Little Glad Center, Parent Teacher Club (PTC), Parent Advisory Committee (PAC), Community Recreation Program, Fowlerville Family Impact Center, American Red Cross, American Heart Association, Fowlerville Business Association, Fowlerville Rotary Club, and Local Police and Fire Department.
- Ensure At-Risk Students/families are receiving supports for academic or emotional needs and school breakfast/lunch funding.
- Continue to provide family supports to our English Language Learner (ELL) students and utilize our ELL tutor to translate or interpret for our parents.

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118E.5.

To ensure that all parents are informed in a timely and user-friendly manner, HT Smith Elementary will provide:

- Regular parent information relating to school and parent programs, meetings, and activities sent home in visual and easy to read format, to the extent practicable, and in the language parents can understand.
- An interpreter/translator for English Language Learner (ELL) parents as requested by classroom teacher or parent.

Provide support for parental involvement at their request: 1118.E.14.

HT Smith Elementary School will make every effort to support our parents and make sure their needs are met through:

- Phone messages
- Email communications
- Allowing choice in school matters
- Parent Survey
- Suggestions directed to the principal

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118.F.

HT Smith Elementary School will ensure:

- Barrier free accessibility to all school activities, programs and materials.
- Physical Accommodations for parents are handled on an as needs basis via classroom teacher/parent communication.
- Building staff provide a safe and healthy environment for all by modeling and teaching safety rules in all areas of building and grounds.
- Communications, both print and auditory, for our ELL/LEP, parents of Migratory children, or hard of hearing parents will be done in various ways such as interpreters or translator and through electronic translated print documents.
- Other reasonable supports are provided as parents may request

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

Parental Involvement in Program Evaluation occurs annually with the Title 1 Parent Survey.

The Parent Involvement Policy will be posted within the building, on the front doors, and on the building website. All parents are invited and encouraged to attend Parent Meetings. Parents are also asked regularly to take part and evaluate in classroom and building activities through newsletters, the school and district website, and the parent calling system.

Information is distributed in a timely manner through regular classroom newsletters, local newspaper articles, email, the building website, monthly parent meetings, parent / teacher conferences, phone calls, and text messages. Parent feedback be it verbal, written, or through

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surveys will be used to monitor and evaluate HT Smith's School-wide program.

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

The results from the evaluation of the School Wide program will be reviewed by teachers and parents at the Annual End of the Year Title 1 Program Planning Meeting and with the Building School Improvement Team. Comments and suggestions will be taken into consideration and the groups' recommendations will be recorded. Meeting minutes will be shared with building staff and parents. Results are reviewed by teachers and parents at the Annual End of the Year Title 1 Program Planning Meeting. Any changes to improve the school-wide program will be reflected in the HT Smith annual School Improvement Plan.

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

The compact was developed jointly with staff and parent representatives in an afternoon session with guidance from our School Wide facilitator and District Title I Coordinator. Additional input from various volunteer parents and teachers were made before a final editing occurred. It is reviewed and adjusted as necessary each year by stakeholders through focus groups- PTC board and the building leadership team.

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

The Home School Compact is reviewed during parent teacher conferences with every parent in a face to face with the classroom teacher. Discussion and goals are set and agreed upon by all parties- parent, child, and teacher.

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

The compact would be shared in the same way with the 6th-12th grade students if they were a Title I School. This is Not applicable for HT Smith as it houses only Kindergarten through second grades.

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

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

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HT Smith Elementary provide User Friendly State (K-2 WIDA) and local assessment (Math, Reading, and Writing) results to their parents via print documents that include explanations of scoring and keys to progress ratings. School Report cards also have Keys and comments.

HT Smith provides our Limited English/ ELL families an interpreter/translator in a personalized setting to explain the assessment and the interpretation of those results.

Parents with Disabilities will be provided accommodations upon request. Classroom teachers are aware of family needs and will do all things possible to keep communication lines open to ensure student's success.

Parent Literacy Issues will be dealt with upon parent request and teachers will provide visual and auditory resources to communicate assessment results with parent.

Component 7: Preschool Transition Strategies

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

An administrator and Kindergarten teachers meet with area preschool providers at county wide meetings to collaborate on Kindergarten preparation strategies. School tours are given throughout the year to prospective students especially the last couple months of the school year. Preschool teachers bring their students and sometimes parents to tour the school, eat in the cafeteria, and visit classrooms in action. The principal and Kindergarten teachers meet with parents at local preschools to discuss how to prepare their children to enter Kindergarten. Incoming families are also invited to participate in Family Fun Nights.

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

The principal and Kindergarten teachers attend the countywide Kindergarten Summit to collaborate with preschool teachers and parents on assessing preschool skills and abilities in preparation for Kindergarten readiness. The principal and teachers also meet with interested parents at family dinner meetings held at the preschools. Administrators and Kindergarten teachers hold meetings in the winter with prospective parents to share expectations, processes, and enrollment procedures. Upon enrollment in Kindergarten (usually at spring round-up), future students and parents receive printed information on expectations of students including strategies on how to prepare for success in school.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

At the beginning of the year and throughout, the teachers meet in grade level teams to collaborate, discuss report card expectations, and instructional practices including assessments. That input is shared at Leadership Team meetings attended by the grade level and school improvement chairpersons. The teachers are also provided time at staff meetings to discuss, formulate, and/or revise checklists and rubrics and design common assessments. Those opportunities are for grade level as well as cross-grade level discussions. Teachers use the assessment results to group students into Tier 1, Tier 2 and Tier 3 interventions. Assessment results are also used to communicate student performance with parents, appropriate interventions, and classroom placements.

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

All teachers have access to student achievement data for their students through Data Director and are responsible to input current data into the system. The building houses Kindergarten through Second Grade and most assessments are administered individually by the teachers in class and they have immediate access to the results. The building continued assessing/monitoring students with NWEA MAP for Primary Grades assessment in the Fall, Spring, and Winter, and plan to continue its use in the future. Through planned training sessions, teachers will gain a deeper understanding of the use of student achievement data in the everyday planning and instruction in the classrooms. Data analysis in literacy and math takes place throughout the school year during student study team meetings and pod collaboration meetings.

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

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

English Language Arts

Reading

Grade Span: K-2

Identification/Criteria for Selection: The school uses the Benchmark Assessments (formerly used the Developmental Reading Assessments (DRA) and MLPP (Michigan Literacy Progress Profile)) and the Measure of Academic Proficiency For Primary Grades (MAP) to target our Below grade level student population in Reading.

Writing

Grade Span: K-2

Identification/Criteria for Selection: The school uses the results of common writing assessments to target our Below grade level student population in Writing.

Math

Grade Span: K-2

Identification/Criteria for Selection: The school uses a grade level common assessment and the Measure of Academic Proficiency For Primary Grades (MAP) to target our Below grade level students.

Science

Grade Span: K-2

Identification/Criteria for Selection: The needs of the students having difficulties mastering science are met through reading, writing, and math.

Social Studies

Grade Span: K-2

Identification/Criteria for Selection: The needs of our students having difficulties in mastering social studies are met through reading, writing, and math.

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

English Language Arts

Reading

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Grade Span: K-2

Interventions: The school provides Below grade level students with an extra 40 minutes a day small group reading support. The school uses the Leveled Literacy Intervention program. Paraprofessionals, Special Education staff and Ancillary Staff also provide additional support.

Writing

Grade Span:K-2

Interventions: The school's teachers differentiate writing instruction and work in small groups with below grade level students to target needed content.

Paraprofessionals also provide additional support.

Math

Grade Span:K-2

Interventions: Teachers differentiate math instruction, work in small groups and/ or individually work with students who are below grade level. When schedules permit, paraprofessionals also provide additional support.

Science

Grade Span: K-2

Interventions: Teachers implement additional science support for below grade level students through reading and writing.

Social Studies

Grade Span: K-2

Interventions: Teachers implement additional social studies support for below grade level students through reading and writing.

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

At H. T. Smith Elementary, teachers differentiate instruction by working in small groups and/or with individuals. During the 2015-2016 school year, the teachers will implement intervention blocks for reading. During those times, students are divided by ability level and taught accordingly. This instruction is in addition to the core instruction taught in their homeroom. Students working below grade level are grouped accordingly with teachers and support staff (paraprofessionals and special education teachers) and receive an extra 40 minutes a day of reading/writing support. Teachers choose strategies such as pre-teaching specific vocabulary and concepts; providing students with additional picture/visual supports, and allowing the student to present alternate forms of understanding. Best practice strategies include strategies for vocabulary growth, improved comprehension, sight word instruction, and word attack skills.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The development of the whole child (mentally, physically, emotionally) has to occur for academic growth to flourish. HT Smith Elementary will use Federal, State, and local resources to implement our Schoolwide goals and strategies to provide these supports for all children.

FEDERAL RESOURCES, PROGRAMS & GRANTS: Title I will be used to provide Title I paraprofessionals and a part time at-risk intervention specialist for additional student instruction, provide parent involvement sessions, and additional resources needed to provide the instruction. IDEA funds will support our special education paraprofessionals, who work closely with the teachers to support additional needs these students require, Title II funds will be used to provide training for all staff to improve differentiation skills in math, reading and writing. Title III grant allows that third tier of support to our identified ELL students.

STATE RESOURCES, PROGRAMS & GRANTS: Section 31a-At Risk Youth funds are used for ParaPros additional academic support in math and reading, and small group supports. Breakfast and lunch is offered for those students who qualify.

LOCAL RESOURCES, PROGRAMS & GRANTS: General Fund resources are used to provide: our classroom teachers, principal, administrative assistants, custodians, and counselor, our ELL and Migrant Students paraprofessional, our physical building and grounds and its equipment, instructional materials, curriculum, data warehouse, and technology supports, student transportation, maintenance of buildings, food and nutrition services, and the Little Glad Center. All of these supports provide the safe and orderly environments for HT Smith students to learn and grow. Community resources such as our Parent Teacher Club-PTC, Rotary, Fowlerville Business Association, WALMART, Tanger Outlets and AsahiKESI, offer funds and mini grants to support classroom equipment, enrichment activities, and parent involvement nights. The Family Impact Center provides counseling, clothing, and food for our needy families. Livingston Educational Services Agency(LESA) and Washtenaw ISD(WISD) supports include academic and assessment consultants and teacher training, Livingston/Washtenaw Math Science Center (LAWMASC) provides Science-Math consultants and training. Special Education, Head Start, Early Childhood programs provide additional supports for our students. The Salvation Army provides free lunches during the summer months for our families who are in financial need.

All of these federal, state, local funds and resources provide the basic supports for us to implement our schoolwide goals.

HT Smith Academic Goals are in the areas of Math, Reading and Writing. The Federal, State, and Local resources will be used in the following ways to provide supports to plan, implement, and evaluate these goals and activities.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

Title I: Provide Title I At Risk Interventionist, paraprofessionals and materials for academic supports for identified students in the areas of Math, Reading, Writing, and informational reading/writing in Science/Social Studies. Support RAZ kids, purchase Leveled texts in math/science/social students, and purchase additional guided reading texts.

Title II: Provide consistent research based teacher training for our new teachers, and for all teachers in the areas of differentiation, teacher collaboration, best math practices (implementation training of math program (Bridges 2nd Edition), Writers Workshop and Literacy training for informational texts-text structures and assessment of learned practices.

Title III:

Provide third tier language-reading support for Identified English Language Learners in After or Before school support.

STATE RESOURCES, PROGRAMS & GRANTS:

Section 31a: Funds will be used to provide Kindergarten, 1st, and 2nd Grade At Risk Para pros for additional academic support, both during and before/after school. Additional instructional resources will be purchased to provide academic supports for our identified students.

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LOCAL RESOURCES, PROGRAMS & GRANTS:

General Fund: Besides the expected and mandated supports, the General Fund will continue to provide the 60 Hours of Professional Learning time and curriculum supports to support existing programs.

LESA/WISD: Teacher trainings provided by County ISD and expert teachers will be used to train teachers in the area of Literacy and Math. Special Education, Head Start, Early Childhood programs provide additional supports for our students and families both academically and through parent involvement supports

BUSINESSES: AsahiKESI, WALMART, Fowlerville Business Association (FBA), Tanger Outlets, and Fowlerville Rotary, will be accessed as possible financial supports for additional funding for specific Math/ Literacy goals.

COMMUNITY SUPPORTS: Salvation Army and Family Impact Center provide family financial, emotional, and health supports which directly impact student success.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

HT SMITH Elementary will use resources in the following components:

1. Comprehensive Needs Assessment: General Fund
2. School-wide Reform Strategies: General Fund, Title I and Title IIa
3. Highly Qualified Staff: General Fund and Title IIa, LESA/WISD consultants,
4. Attract and Retain Highly Qualified Staff: General Fund and Title II, LESA/WISD consultants
5. Professional Development: Title IIa, General Fund, LESA/WISD consultants,
6. Parental Involvement: General Fund, Title I, Head Start, Great Start Readiness, Community supports-Family Impact Center and Salvation Army
7. Preschool Transition: General Fund, Great Start Readiness, Head Start, LESA Special Education supports
8. Assessment Decisions: General Fund and Title IIa, LESA Assessment Consultants
9. Timely & Additional Assistance: General Funds, Title I, Title III and Section 31a, Head Start, Great Start Readiness, LESA/WISD consultants, LESA-Special Education
10. Coordination & Integration of Federal, State & Local Resources: General Fund, Title I, Title II and Title III, Community Resources, Section 31a

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

HT Smith Elementary utilizes the following to support the achievement of our school-wide goals regarding violence prevention, nutrition programs, and Head Start:

FEDERAL FUNDS: Free and Reduced price lunches are financially supported through Federal funds. These supports benefit our most at-need families and provide nutritious breakfast and lunch meals that keep our students healthy and in a better position to achieve academically. Head Start works with families and their children to have them better prepared for Kindergarten by providing nutrition programs

School Improvement Plan

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and child care/rearing practices.

STATE GRANTS: Section 31a provides funds to support our Free and Reduced price Breakfast and Lunch Program.

GENERAL FUNDS: School Counselor supports Smith School Code Behavior Plan and Internet Safety Assembly, and provides social skill training lessons. A school liaison officer is also available for severe behavior or endangerment of property/self if the need arises.

Evaluation:

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

The staff will review the plan at the beginning of the school year to ensure understanding of implementation. This will occur at a staff meeting. Parents will also be included through a review at a Parent Meeting in the Fall. The plan will be reviewed again mid - year and implementation data will be analyzed. The plan will be reviewed at Leadership Meetings throughout the entire year. In March/April, the plan will be analyzed for implementation and any changes will be made based on the results of the analyzed data.

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

Staff members will review data as it is available throughout the school year and will follow the plan to work toward student academic progress as stated in the plan. Parents will be informed of progress by way of Principal Newsletters and Parent Meetings. The goals will be reviewed and progress made toward the goals will be reported.

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

Student achievement will be monitored regularly throughout the school year - especially for those students who are furthest from achieving the standards. Parents will be informed of the supplemental instruction their child will be involved in and how they can assist at home. If the identified students do not show progress, alternative interventions will be investigated. Parents will be informed through progress reports, conferences, emails, and telephone calls.

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

Staff will review data regularly at staff meetings, grade level collaborations, and professional learning sessions. They will continue to implement the planned programs with fidelity and measure student academic growth. If the plan needs changes, they will be discussed, researched, and reviewed. Parents will be informed throughout the process through parent meetings and newsletters. Data will be shared with the parents and other stakeholders to ensure continuous improvement.

2015-16 Goals...

Overview

Plan Name

2015-16 Goals...

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at H. T. Smith Elementary will be proficient in reading.	Objectives: 2 Strategies: 5 Activities: 15	Academic	\$73726
2	All students at H. T. Smith Elementary will be proficient in writing	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$13860
3	All students at H. T. Smith Elementary will be proficient in math.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$56438

Goal 1: All students at H. T. Smith Elementary will be proficient in reading.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in Reading in English Language Arts by 06/03/2016 as measured by the expected grade level Rasch Units on the Measures of Academic Progress for Primary Grades (MPG) and Reading Record Assessments..

Strategy 1:

Readers Workshop - The staff will implement Readers Workshop through daily use of the Daily 5 format, CAFE strategies, Kindergarten Readers Workshop, and MAISA Reading units. The workshops will be implemented consistently in a structured manner to engage all students in daily assessment and instruction.
Research Cited: Research completed by JoAnne Cilia-Duncan (2008) Collaborative Action Research: The Daily Five demonstrates that the students in classrooms using the daily 5 as a framework for literacy instruction worked independently, were motivated readers, and had a positive impact on the students reading and writing.
Tier: Tier 1

Activity	Daily 5/CAFE/Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be trained to implement Readers Workshop daily through utilization of the Daily 5 framework. They will participate in book studies of The Daily Five, The CAFE, Kindergarten Readers Workshop, and the Michigan Association of Intermediate School Administrators Reading Units. Further training/study will take place through a deeper study of the Daily CAFE subscription through collaboration time, flex PD option, team time, staff meetings, and PL days. Focus will be to determine which strategies should be mastered at designated levels. Daily CAFE subscriptions- 27 T x \$59 = \$1593	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/24/2016	\$1593	Title II Part A	Administrators Teachers Support Staff	

Activity	Training in Measures of Academic Progress for Primary Grades Data Analysis and Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained how to analyze and use data from the Measures of Academic Progress for Primary Grades to improve instruction and student achievement over the next three years. This will occur during team time, staff meetings, and PL days.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$0	No Funding Required	Principal At Risk Intervention Specialist / Assistant Principal Teachers Curriculum Director	

Activity	Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff teams will meet weekly to analyze student progress using current data, and the effectiveness of instructional strategies being used in their classrooms. This will occur during weekly team time.	Teacher Collaboration	Tier 1	Implement	07/01/2013	06/10/2016	\$0	No Funding Required	Administrators Teachers
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Activity - Phonics Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of the Fountas & Pinnell Phonics Resource Program to enhance literacy instruction.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2015	06/17/2016	\$3231	Title II Part A	Administrators Teachers

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have the opportunity to participate in two book studies this year to improve literacy instruction. They will read and discuss the following: Teaching that Changes Lives and/or Comprehension Connections through a series of collaborative sessions during collaboration time or flex pd. materials - books	Supplemental Materials, Teacher Collaboration	Tier 2	Getting Ready	08/31/2015	06/17/2016	\$375	Title II Part A	Administrators Teachers

Strategy 2:

Vocabulary Development - Five teachers and principal will attend 11 monthly sessions of the Study of Early Literacy through Livingston ESA and Washtenaw ISD. These are blended sessions including a week long summer institute, face to face and online sessions. This is continued study of best practices of PreK-3 literacy instruction. (Three teachers will join the group this year). The focus will be on action research applying learning from year one in the area of vocabulary development. Research Cited: Before they enter formal schooling, young children will need a fairly extensive knowledge network of words and concepts to successfully learn to read and comprehend. Neuman, S.B. (2006). The knowledge gap: Implications for early education. In D. Dickinson & S.B. Neuman (Eds.), Handbook of early literacy research (Vol. 2, pp. 29-40). New York: Guilford.

Tier: Tier 1

Activity - Study of Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Five teachers and principal will attend year the continues Study of Early Literacy, putting learning into practice through action research into vocabulary development in young children. This includes the three seasonal Reading Summits sponsored through LESAWISD collaborative.	Professional Learning	Tier 2	Implement	09/03/2013	06/30/2016	\$4800	Title II Part A	Kathleen Gibson Tammy Woodward Monica Burke Erin Barton Christina See Teri Devota
This will occur throughout the year through substitute release time and after contract hours through stipend (including 5 days in summer). stipends, registration, sub release, materials								

Activity - MTSA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher will attend Michigan Teachers of Science (MTSA) conference to learn strategies to integrate literacy into Science instruction. Registration, mileage, sub	Direct Instruction, Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$219	Title II Part A	Science teacher

Strategy 3:

Guided Reading Small Group Instruction - K-2 staff will utilize small group guided reading lessons in order to increase reading proficiency.

Research Cited: A review of the research on small group guided reading instruction shows that Effective teachers recognize individual and group differences among their students and accommodate those differences in their instruction. [Tomlinson, (2003) Differentiation of Instruction in the early grades/ERIC Digest. Washington DC: ERIC Clearinghouse on Teaching and Teacher Education (ERIC Document Reproduction Service No.443572)] and that grouping students according to current level of performance increases student performance in reading. [Barr, R, & Dreeben, R. (1991). Grouping students for reading instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.) Handbook of Reading Research, Volume II. Mahway, NJ: Lawrence Erlbaum Associates].

Tier: Tier 1

Activity - Just Right Book Selection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional paraprofessionals will learn how to choose 'just right' books for their students to read independently and in small groups. They will be trained to analyze students' reading behaviors using the Benchmark Assessment Systems. This will occur in the Fall through team time, optional flex PD, staff meetings, and Professional Learning days. 26 system 1 & 2 system 2=\$11393 12 paraprofessionals x 3 hours x \$20/h = \$720	Professional Learning	Tier 2	Implement	08/01/2014	06/30/2016	\$12113	Title II Part A	Administrators Teachers Instructional Paraprofessionals

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Activity - RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online reading supplemental program, RAZ kids classroom licenses will be purchased for instruction of K-2 identified students as a reading resource.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2017	\$2600	Title I Part A	Administrators Teachers
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online reading supplemental program, Moby Max license purchase for student use at school and at home as a reading resource.	Technology	Tier 2	Implement	09/03/2013	06/30/2016	\$350	Section 31a	Administrators Teachers

Strategy 4:

Teachers Learning Together- Learning Walks - The K-2 grade staff will participate in learning walks into colleagues classrooms looking for visible learning strategies to put in place. The staff will observe, collect data, review, and debrief the lesson that was taught that day. Staff will collaborate and determine what "best practices" were successful and how to implement the strategies in their own classroom.

Research Cited: Research completed by Douglas Fisher and Nancy Frey (2014) Using Teacher Learning Walks to Improve Instruction: Learning walks have been transformative in schools and districts, especially in moving from professional development to professional practice.

Tier: Tier 1

Activity - Teachers Learning Together- Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice.	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4960	Title II Part A	Administrators Teachers
This will occur during team time and through substitute release. Registrations, mileage, sub release								

Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/05/2015 as measured by the appropriate reading assessments: Michigan Literacy Progress Profile (MLPP), Benchmark Assessment System (BAS), and Measures of Academic Progress for Primary Grades (MPG).

Strategy 1:

Differentiation/Intervention - All staff will provide extended learning opportunities and interventions based on differentiation in order to improve reading proficiency. Research Cited: Heinemann's Leveled Literacy Intervention (LLI) Data Collection Project – Monroe Public Schools in Monroe, Michigan – 2009/2010 report 1/2/2011. The Leveled Literacy Intervention (LLI) students made approximately twice the amount of reading progress when compared to typical reading progress over time. All of the students demonstrated some growth and almost three quarters of the students made significant progress.

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Tier:

Activity - Identification for Just Right Instruction Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify the reading instructional level of all students to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction will address those needs. Title I Para pros will be consistently used in addition to auxiliary staff members to provide direct explicit instruction to identified students.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$36104	Title I Part A, General Fund, Special Education	Administrators Teachers LESA Staff Title I Paraprofessionals
Activity - Progress Monitoring	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/05/2015	\$2200	Title II Part A	Administrators Support Staff Auxiliary Staff
On a monthly basis, teachers and in consultation with support and auxiliary staff will monitor student progress using Michigan Literacy Progress Profile (MLPP), Benchmark Assessment System (BAS), and/ or Leveled Literacy Intervention (LLI) reading records. In addition, the students at risk of failing will be progress monitored bi-weekly using AIMSweb to monitor growth. Every 8 weeks teams will meet to review student progress and redesign groups as needed. This will occur during team time and substitute release time (4 days x 13 full day subs)	Professional Learning	Tier 2	Getting Ready	08/21/2014	06/30/2016	\$3081	Title II Part A	Building Administrators Auxiliary Staff teachers/grade level instructional Paraprofessionals
Activity - AIMS Web Training	Professional Learning	Tier 2	Getting Ready	08/21/2014	06/30/2016	\$3081	Title II Part A	Building Administrators Auxiliary Staff teachers/grade level instructional Paraprofessionals
Staff members will be trained how to administer, score, and analyze AIMSweb progress monitoring assessments. This will occur through with identified personnel through stipend (after contract hours) time.	Professional Learning	Tier 2	Getting Ready	08/21/2014	06/30/2016	\$3081	Title II Part A	Building Administrators Auxiliary Staff teachers/grade level instructional Paraprofessionals
Activity - AIMS Web Subscription	Professional Learning	Tier 2	Getting Ready	08/21/2014	06/30/2016	\$3081	Title II Part A	Building Administrators Auxiliary Staff teachers/grade level instructional Paraprofessionals

AIMS Web will be used by identified personnel to monitor progress of identified students throughout the school year. The results of the progress monitoring will be used to instruct students at their level to accelerate their achievement.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/30/2016	\$2100	Title I Part A	Tim Dowker
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Goal 2: All students at H. T. Smith Elementary will be proficient in writing

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in writing in English Language Arts by 06/05/2015 as measured by grade level writing rubrics..

Strategy 1:

Writers Workshop - K-2 staff will implement Writers Workshop with all students in order to meet grade level proficiency on the appropriate grade level writing rubric. Students will write using the following genres: Kindergarten: narrative (tells a story) and informational (writing for a reason), 1st and 2nd grades: narrative, informational, opinion and shared research
Research Cited: Studies that contribute to the strong level of evidence that writers' workshop strategies are effective for students include those by: Curry (1997); Garcia-Sanchez and Fidalgo-Redondo (2006); Glaser and Brunstein (2007); Graham, Harris, and Mason (2005); Harris, Graham, and Mason (2006); Sawyer, Graham, and Harris (1992); Tracy, Reid, and Graham (2009). The evidence compiled by the What Works Clearinghouse showed that through the workshop approach students have a designated time each day to write, learn to write for a variety of purposes and audiences, and interact with classmates as a community of writers.

Tier: Tier 1

Activity - Text Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach various text structures to all students, focusing on Narratives (story elements), Informational Texts (text features), Opinions (topic, supply reasons for opinion, and conclusion), Shared Research (choose a topic, gather information and present). Teachers will use modeled writing, anchor charts, and rubrics to demonstrate to students how to write a proficient piece. Teachers and students will engage in conferencing to edit and revise writing.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	General Fund	Teachers Administrators
Activity - Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate writing activities in science and social studies lessons.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	General Fund	Teachers Administrators

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Activity - Professional Learning - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be trained on how to implement writers workshop in their classroom. Lucy Calkins, Katy Wood Ray, and other resources will be implemented by all teachers. Writers workshop will occur at least 4 times a week in all classrooms. Training for new teachers will occur through mentors and training from WISD consultant.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$2000	Title II Part A, General Fund	Teachers Administrators

Strategy 2:

Teachers Learning Together- Learning Walks - The K-2 grade staff will participate in learning walks into colleagues classrooms looking for visible learning strategies to put in place. The staff will observe, collect data, review, and debrief the lesson that was taught that day. Staff will collaborate and determine what "best practices" were successful and how to implement the strategies in their own classroom.

Research Cited: Research completed by Douglas Fisher and Nancy Frey (2014) Using Teacher Learning Walks to Improve Instruction: Learning walks have been transformative in schools and districts, especially in moving from professional development to professional practice.

Tier: Tier 1

Activity - Teachers Learning Together- Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice. This will occur during team time and through substitute release. Registrations, mileage, sub release	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4960	Title II Part A	Administrators Teachers

Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/05/2015 as measured by student writing samples scored using grade level rubrics..

Strategy 1:

Small Group Writing instruction - Through small group interventions (Just Right Instruction) staff, including Title One, English Language Learner and Special Education supports, will provide additional learning opportunities based on students' strengths in order to improve writing proficiency.

Research Cited: A review of the research on small group writing instruction shows that effective teachers recognize individual and group differences among their students and accommodate those differences in their instruction. [Tomlinson, (2003) Differentiation of Instruction in the early grades/ERIC Digest. Washington DC: ERIC Clearinghouse on Teaching and Teacher Education (ERIC Document Reproduction Service No.443572)] and that grouping students according to current level of performance increases student performance. [Barr, R., & Dreeben, R. (1991). Grouping students for reading instruction. In R. Barr, M. L. Kamii, P. B. Mosenthal, & P.

D. Pearson (Eds.) Handbook of Reading Research, Volume II. Mahway, NJ: Lawrence Erlbaum Associates].

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff, Auxiliary staff and Title I Para Professionals will meet with small groups of students daily to instruct & progress monitor student performance and growth in writing through reading.	Academic Support Program	Tier 2	Implement	09/06/2013	06/30/2016	\$0	Title I Part A	Administrators Teachers Support Staff
Activity - Professional Development:Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers will meet with small groups of teachers at least 3 times a year to train how to analyze student writing and how to develop effective common writing rubrics in each of the writing genre. This will occur during team time, staff meetings, and Professional Learning days.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$6900	Title II Part A	Administrators Teachers

Goal 3: All students at H. T. Smith Elementary will be proficient in math.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade students will demonstrate a proficiency of mathematical applications in Mathematics by 06/17/2016 as measured by the expected grade level Rasch Units on the Measures of Academic Progress for Primary Grades (MPG).

Strategy 1:

Differentiated Math Work Stations - Teachers will analyze and use results of the Measures of Academic Progress for Primary Grades to determine needs and group students for instruction based on those needs. Hands-on manipulatives will be used to enhance the instruction for all students. Differentiated Math Learning Stations will be provided to meet the individual learning needs of all students.

Research Cited: Studies that contribute to the strong level of evidence that grouping students according to ability and using manipulatives to teach mathematical concepts include those by: Butler, F. M., Miller, S. P., Crehan, K., Babbitt, B., & Pierce, T. (2003). Fraction instruction for students with mathematics disabilities: Comparing two teaching sequences. Learning Disabilities Research & Practice, 18(20), 99–111; Fuchs, L. S., Powell, S. R., Hamlett, C. L., & Fuchs, D. (2008). Remediating computational deficits at third grade: A randomized field trial. Journal of Research on Educational Effectiveness, 1(1), 2–32; Siegler, R. S., & Jenkins, E. (1989). How children discover new strategies. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tier: Tier 1

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Activity - Professional Development-Bridges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two to three sessions of training will be held for teachers in the Bridges Math Program which was adopted Spring, 2013. Continuation training for current staff will be offered in addition to training specific to the new teachers. This will occur through flex professional learning, team time and Professional Learning days. facilitator fees, stipends	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$12004	Title II Part A	Building Administrators Teachers

Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher will attend the Michigan Teachers of Science (MTSA) conference to learn strategies to integrate mathematical thinking. Registration, mileage, sub	Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2014	06/30/2016	\$219	Title II Part A	Science Teacher

Strategy 2:

Teachers Learning Together- Learning Walks - The K-2 grade staff will participate in learning walks into colleagues classrooms looking for visible learning strategies to put in place. The staff will observe, collect data, review, and debrief the lesson that was taught that day. Staff will collaborate and determine what "best practices" were successful and how to implement the strategies in their own classroom.

Research Cited: Research completed by Douglas Fisher and Nancy Frey (2014) Using Teacher Learning Walks to Improve Instruction: Learning walks have been transformative in schools and districts, especially in moving from professional development to professional practice.
Tier: Tier 1

Activity - Teachers Learning Together- Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice. This will occur during team time and through substitute release. Registrations, mileage, sub release	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4680	Title II Part A	Administrators Teachers

Measurable Objective 2:

A 10% decrease of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical applications in Mathematics by 06/05/2015 as measured by Measures of Academic Progress for Primary Grades .

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Strategy 1:

Differentiated Math Instruction - All staff, including Title One, Auxiliary, and Special Education supports, will provide extended learning opportunities and interventions to students at their working ability levels in order to improve math proficiency.

Research Cited: According to the research reviewed and published by the What Works Clearinghouse, the focus for struggling students should be on whole numbers. For example, in kindergarten through grade 2, intervention materials would typically include significant attention to counting (e.g., counting up), number composition, and number decomposition (to understand place-value multidigit operations). Interventions should cover the meaning of addition and subtraction and the reasoning that underlies algorithms for addition and subtraction of whole numbers, as well as solving problems involving whole numbers. This focus should include understanding of the base-10 system (place value). [National Mathematics Advisory Panel (2008) report is available at www.ed.gov/about/bdscomm/list/mathpanel/index.html.]

Tier: Tier 2

Activity - Identification & Just Right Instruction Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify working level of all students in grade level mathematics to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction by teachers and Title I support staff will address those needs. Title I Paraprofessionals and auxiliary staff members will be used to provide this instruction and lower adult/student ratio.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2016	\$36104	Title I Part A	Building Administrators Teachers Support Staff
Activity - Progress Monitoring	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	General Fund	Building Administrators Teachers
Teachers will monitor student progress in Math using common assessments (Bridges) including Measures of Academic Progress for Primary Grades (MPG) and use the results to design and deliver explicit instruction in areas of need. In addition, the students at risk of failing will be progress monitored bi-weekly using AIMSweb to monitor growth. Every 8 weeks teams will meet to review students progress and redesign groups as needed. This will occur during team time and substitute release time.								
Activity - AIMS Web Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff members will be trained how to administer, score, and analyze AIMS Web progress monitoring assessments. (See Reading Goal activities)	Professional Learning	Tier 2	Getting Ready	08/01/2014	06/30/2016	\$3081	Title II Part A	Building Administrators Auxiliary staff 4 teachers/grade level Instructional Paraprofessionals
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online math supplemental program, Moby Max license purchase for student use at school and at home as a math practice resource.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/30/2016	\$350	Section 31a	Administrators Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification for Just Right Instruction Time	Teachers will identify the reading instructional level of all students to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction will address those needs. Title I Para pros will be consistently used in addition to auxiliary staff members to provide direct explicit instruction to identified students.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$0	Administrators Teachers LESA Staff Title 1 Paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training in Measures of Academic Progress for Primary Grades Data Analysis and Use	Staff will be trained how to analyze and use data from the Measures of Academic Progress for Primary Grades to improve instruction and student achievement over the next three years. This will occur during team time, staff meetings, and PL days.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$0	Principal At Risk Intervention Specialist / Assistant Principal Teachers Curriculum Director
Staff Collaboration	Staff teams will meet weekly to analyze student progress using current data, and the effectiveness of instructional strategies being used in their classrooms. This will occur during weekly team time.	Teacher Collaboration	Tier 1	Implement	07/01/2013	06/10/2016	\$0	Administrators Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Curriculum Integration	Science teacher will attend the Michigan Teachers of Science (MTSA) conference to learn strategies to integrate mathematical thinking. Registration, mileage, sub	Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2014	06/30/2016	\$219	Science Teacher
Teachers Learning Together- Learning Walks	Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice. This will occur during team time and through substitute release. Registrations, mileage, sub release	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4960	Administrators Teachers
Professional Development-Bridges	Two to three sessions of training will be held for teachers in the Bridges Math Program which was adopted Spring, 2013. Continuation training for current staff will be offered in addition to training specific to the new teachers. This will occur through flex professional learning, team time and Professional Learning days. facilitator fees, stipends	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$12004	Building Administrators Teachers
Daily 5/CAFE/Readers Workshop	The staff will be trained to implement Readers Workshop daily through utilization of the Daily 5 framework. They will participate in book studies of The Daily Five, The CAFE, Kindergarten Readers Workshop, and the Michigan Association of Intermediate School Administrators Reading Units. Further training/study will take place through a deeper study of the Daily CAFE subscription through collaboration time, flex PD option, team time, staff meetings, and PL days. Focus will be to determine which strategies should be mastered at designated levels. Daily CAFE subscriptions- 27 T x \$59 = \$1593	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/24/2016	\$1593	Administrators Teachers Support Staff
Just Right Book Selection	Teachers and instructional paraprofessionals will learn how to choose "just right" books for their students to read independently and in small groups. They will be trained to analyze students' reading behaviors using the Benchmark Assessment Systems. This will occur in the Fall through team time, optional flex PD, staff meetings, and Professional Learning days. 26 system 1 & 2 system 2=\$11393 12 paraprofessionals x 3 hours x \$20/h = \$720	Professional Learning	Tier 2	Implement	08/01/2014	06/30/2016	\$12113	Administrators Teachers Instructional Paraprofessionals

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Phonics Resource	Teachers will be trained in the use of the Fountas & Pinnell Phonics Resource Program to enhance literacy instruction.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2015	06/17/2016	\$3231	Administrators Teachers
AIMS Web Training	Staff members will be trained how to administer, score, and analyze AIMSweb progress monitoring assessments. This will occur through with identified personnel through stipend (after contract hours) time.	Professional Learning	Tier 2	Getting Ready	08/21/2014	06/30/2016	\$3081	Building Administrators Auxiliary Staff 4 teachers/grade level Instructional Paraprofessionals
Book Studies	Teachers have the opportunity to participate in two book studies this year to improve literacy instruction. They will read and discuss the following: Teaching that Changes Lives and/ or Comprehension Connections through a series of collaborative sessions during collaboration time or flex pd. materials - books	Supplemental Materials, Teacher Collaboration	Tier 2	Getting Ready	08/31/2015	06/17/2016	\$375	Administrators Teachers
MTSA Training	Science teacher will attend Michigan Teachers of Science (MTSA) conference to learn strategies to integrate literacy into Science instruction. Registration, mileage, sub	Direct Instruction, Academic Support Program	Tier 1	Implement	08/31/2015	06/10/2016	\$219	Science teacher
Professional Learning - Writers Workshop	New teachers will be trained on how to implement writers workshop in their classroom. Lucy Calkins, Katy Wood Ray, and other resources will be implemented by all teachers. Writers workshop will occur at least 4 times a week in all classrooms. Training for new teachers will occur through mentors and training from WISD consultant.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$2000	Teachers Administrators
Teachers Learning Together- Learning Walks	Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice. This will occur during team time and through substitute release. Registrations, mileage, sub release	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4960	Administrators Teachers

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Progress Monitoring	On a monthly basis, teachers and in consultation with support and auxiliary staff will monitor student progress using Michigan Literacy Progress Profile (MLPP), Benchmark Assessment System (BAS), and/or Leveled Literacy Intervention (LLI) reading records. In addition, the students at risk of failing will be progress monitored bi-weekly using AIMSweb to monitor growth. Every 8 weeks teams will meet to review student progress and redesign groups as needed. This will occur during team time and substitute release time (4 days x 13 full day subs)	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/05/2015	\$2200	Administrators Support Staff Auxiliary Staff
Professional Development-Writing Rubrics	Lead teachers will meet with small groups of teachers at least 3 times a year to train how to analyze student writing and how to develop effective common writing rubrics in each of the writing genre. This will occur during team time, staff meetings, and Professional Learning days.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$6900	Administrators Teachers
AIMS Web Math Training	Staff members will be trained how to administer, score, and analyze AIMS Web progress monitoring assessments. (See Reading Goal activities)	Professional Learning	Tier 2	Getting Ready	08/01/2014	06/30/2016	\$3081	Building Administrators Auxiliary staff 4 teachers/grade level Instructional Paraprofessionals
Teachers Learning Together- Learning Walks	Teachers will be trained and learn how to participate in effective Learning walks and observe and share best practices to incorporate into their own lesson plans. A team will attend a Fall Workshop and return to teach others how the process is put into practice. This will occur during team time and through substitute release. Registrations, mileage, sub release	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$4680	Administrators Teachers

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Study of Early Literacy	Five teachers and principal will attend year the continues Study of Early Literacy, putting learning into practice through action research into vocabulary development in young children. This includes the three seasonal Reading Summits sponsored through LESAWMSD collaborative. This will occur throughout the year through substitute release time and after contract hours through stipend (including 5 days in summer). stipends, registration, sub release, materials	Professional Learning	Tier 2	Implement	09/03/2013	06/30/2016	\$4800	Kathleen Gibson Tammy Woodward Monica Burke Erin Barton Christina See Teri Devota
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMS Web Subscription	AIMS Web will be used by identified personnel to monitor progress of identified students throughout the school year. The results of the progress monitoring will be used to instruct students at their level to accelerate their achievement.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/30/2016	\$2100	Tim Dowker
RAZ Kids	Online reading supplemental program, RAZ kids classroom licenses will be purchased for instruction of K-2 identified students as a reading resource.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2017	\$2600	Administrators Teachers
Identification for Just Right Instruction Time	Teachers will identify the reading instructional level of all students to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction will address those needs. Title I Para pros will be consistently used in addition to auxiliary staff members to provide direct explicit instruction to identified students.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$36104	Administrators Teachers LESA Staff Title 1 Paraprofessionals
Small Group Instruction	Instructional staff, Auxiliary staff and Title I Para Professionals will meet with small groups of students daily to instruct & progress monitor student performance and growth in writing through reading.	Academic Support Program	Tier 2	Implement	09/06/2013	06/30/2016	\$0	Administrators Teachers Support Staff

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Identification & Just Right Instruction Time	Teachers will identify working level of all students in grade level mathematics to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction by teachers and Title I support staff will address those needs. Title I Paraprofessionals and auxiliary staff members will be used to provide this instruction and lower adult/student ratio.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2016	\$36104	Building Administrators Teachers Support Staff
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	Online reading supplemental program, Moby Max license purchase for student use at school and at home as a reading resource.	Technology	Tier 2	Implement	09/03/2013	06/30/2016	\$350	Administrators Teachers
Moby Max	Online math supplemental program, Moby Max license purchase for student use at school and at home as a math practice resource.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/30/2016	\$350	Administrators Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification for Just Right Instruction Time	Teachers will identify the reading instructional level of all students to determine strengths and weaknesses. Groups will be formed based around student needs and direct explicit instruction will address those needs. Title I Para pros will be consistently used in addition to auxiliary staff members to provide direct explicit instruction to identified students.	Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/12/2015	\$0	Administrators Teachers LESA Staff Title 1 Paraprofessionals
Text Structures	Staff will teach various text structures to all students, focusing on Narratives (story elements), Informational Texts (text features), Opinions (topic, supply reasons for opinion, and conclusion), Shared Research (choose a topic, gather information and present). Teachers will use modeled writing, anchor charts, and rubrics to demonstrate to students how to write a proficient piece. Teachers and students will engage in conferencing to edit and revise writing.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	Teachers Administrators

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Professional Learning - Writers Workshop	New teachers will be trained on how to implement writers workshop in their classroom. Lucy Calkins, Katy Wood Ray, and other resources will be implemented by all teachers. Writers workshop will occur at least 4 times a week in all classrooms. Training for new teachers will occur through mentors and training from WISD consultant.	Professional Learning	Tier 1	Implement	07/01/2013	06/10/2016	\$0	Teachers Administrators
Informational Writing	Teachers will integrate writing activities in science and social studies lessons.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/30/2016	\$0	Teachers Administrators
Progress Monitoring	Teachers will monitor student progress in Math using common assessments (Bridges) including Measures of Academic Progress for Primary Grades (MPG) and use the results to design and deliver explicit instruction in areas of need. In addition, the students at risk of failing will be progress monitored bi-weekly using AIMSweb to monitor growth. Every 8 weeks teams will meet to review students progress and redesign groups as needed. This will occur during team time and substitute release time.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	Building Administrators Teachers