



School Improvement Plan

Frank E. Weiss Elem. School

Gibraltar School District

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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?

Weiss Elementary School is a Detroit Suburban school of approximately 300 students. Our district encompasses five communities and our building services both single family homes as well as multiple apartment complexes. We are located in Woodhaven, Michigan. Our demographics include an economically disadvantaged population of approximately 60 percent. We are also fortunate to have a blend of ethnicities and cultures that bring a rich learning environment to our building. Unfortunately, based on economic issues in our area, we have had a number of years that our overall population has been quite transient.

Our free and reduced population ranges from 45 to 60 percent depending on the year. An informal survey from last year indicated that approximately 27 percent of our students were with us from Kindergarten through Fifth Grade.

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.

Vision Statement - Weiss students will be school and life successful.

Mission Statement - Welcoming, Engaging, Inspiring, Supporting, and Successful

Belief Statement- We believe that all students leave our District as:

Responsible and caring participants

Literate and self-directed learners

Self-actualizing individuals

Quality producers and informed and contributing citizens.

Weiss Elementary embodies its purpose through highly-qualified teachers who collaborate through Professional Learning Committees to differentiate instruction across the content areas to meet and service individual student needs and goals. Additionally, we have highly-qualified Title I support staff that works together with the teachers to target struggling students and provide interventions to support independent growth and mastery.

Notable Achievements and Areas of Improvement

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

Our notable achievements at Weiss include programs, equipment and assessments such as: Math Expressions, Writing with the experts, PBIS, NWEA, Fountas and Pinnell Benchmark Assessment, MC3 Social Studies Curriculum, Common Core Alignment, Electronic report cards, email communication, parent connect, smartboards/ipads, Title One support(One full time interventionist, 2.5 paraprofessionals), Rtl system in place, established and maintained green school status, fun run, etc.

Our LLI targeted interventions have been very effective. The children in the program have shown an effect size of 1.03 (as compared to children not in the program who showed a .36 effect size.) This program has been successful because our staff has been able to correctly identify children both to receive additional support, and children who no longer need intervention. It is also successful because our Intervention Specialist has been able to coordinate a schedule that has been consistent with continuity.

Our school continues to strive for improvement in the areas of student achievement in ELA, math, science and social studies. Within the next three years we anticipate improvement within these content areas through the addition of new curriculum (Math Expressions, Fountas and Pinnell Benchmark Assessments, Guided Reading with Jan Richardson, as well as the MC3 curriculum for social studies.) We will be using data from summative and formative assessments to guide instruction and improvement.

Additional Information

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

In addition, Weiss has a very involved small parent group that helps support students with extra activities including: family fun nights, book fairs, field day, BINGO for Books, STEM fair, science alive and wax museum.

Also, Weiss participates in a Salmon project, before school robotics program, NSMAP (Oven of Science through NASA), Great Lakes clean-up and we have been designated as a green school for the last 4 years.

We have also enjoyed various local field trips (The Henry Ford Rouge Factory Tour, The Detroit Zoo, The Jiffy Bakery, Imagination Station, Real Life Farm, The Henry Ford Museum, Wiard's Apple Orchard, etc.) and out of State field trip such as an overnight Chicago trip. The Chicago trip includes many attractions (Museum of Science and Industry, Shedd Aquarium, Field Museum, Navy Pier, etc.)

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.

Our school improvement team is made up of parents, administrator, and teachers. The meetings involving parents are scheduled after school to accommodate schedules. Parent members of the school improvement team have been invited who have several children in and/or soon to be attending school and parents whose children receive support services. We hold several school improvement meetings after school hours that are specifically intended to update our parent team members on our school improvement process. All parents are encouraged to be active members in our school and community processes. Parents and students are encouraged and expected to attend open house and conferences. We conduct parent, student and staff surveys. The surveys are used to improve our learning community.

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

We have parents of students that represent both our general and special education student population with students in K, 1st, and 5th grades represented. These parents participate in our school improvement team by attending meetings and giving feedback to the team. Our team is comprised of teachers from Young Fives, 4th grade, 5th grade, and Special Education. Our team also consists of parent volunteers and Administrator.

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

The final plan will be communicated to all staff in person during a staff meeting. The plan is also posted on our school website, included in all teacher binders, and available during our open house and parent informational nights. There are also copies of the plan on hand in the school office for any stakeholders who may request one. Portions of the plan are reviewed in our Title One meetings as well as our annual report meeting. Parent members of the School Improvement Team are involved in the plan in a meeting format.

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?

Our enrollment is decreasing on an average rate of 30 students per year. In the last 3 years, we have decreased from 360 students to a little less than 300 students currently. Some of the challenges in retaining our students include: economics, transient populations moving from complexes to single family dwelling, and school of choice.

Student Demographic Data

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

In looking at the 3-year trend in student attendance data, we have trends in attendance reporting. Challenges that have been identified include: transportation, single family homes, economics, and a lack of a truancy officer. In the 2012-2013 school year, 45 students had poor attendance, which resulted in 20 to 65 absences. In the 2013-2014 school year, 47 students had poor attendance, which resulted in 20 to 45.5 absences. In the 2014-2015, school year, as of April 3, 2015, 32 students have poor attendances, which resulted in 20 to 33 absences.

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?

In looking at the three year trend in student behavior data our school suspensions have decreased across time. Office referrals and other less serious infractions remain higher in the months of October, November, February and March across our 3 year span. During the remaining months of the school year, behavior referrals are consistently fewer during the past 3 years. Challenges that have been identified with these trends include: repeat offenders of maladaptive behavior, limited parental support, inconsistent attendance/ high rates of truancy, and a lack of highly qualified substitute teachers when classroom teachers are out of the building.

Student Demographic Data

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

A District Marketing Committee has been formed to attract school of choice students. Kindergarten Round-Up has been reformatted to enhance and personalize a family's impression of our school and district.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

In reviewing the number of teaching and administrative years of experience of the school leaders in our building, we found that we have a wide range of backgrounds, experience, as well as formal education. Our teachers and administrative leaders are highly invested within our building, resulting in a low teacher turnover rate. We are able to provide a cumulative approach to assist and address the needs of all of our students, thus increasing achievement and accountability.

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?**

All of our teachers meet the federal requirements for highly-qualified staff. Eight teachers have been teaching for 4-8 years, ten teachers have been teaching for 9-15 years, two teachers have been teaching for over 15 years. Also, teachers are continuing to improve their craft through furthered education. As a result of this data the children who remain in our school building from kindergarten through 5th grade show a inclination of progress throughout their years. In addition, students who are below grade-level exhibit considerable growth.

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?**

The total number of days school leaders have been absent due to professional learning and/or due to illness equate to 20 days. School leader absences do not impact student achievement. Our building continues with our regular routine and sustains stability even when our school leader is not able to be physically present in the building.

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

The number of teachers at our school totals 13 classroom teachers and 4 specials teachers and 2 special education/interventionist. In reviewing the total number of days for teacher absences we have found that in Trimester 1, the total number of absences was 136 days; 64 professional development days, 68 absence sick bank days, and 4 bereavement days. In Trimester 2, the total number of absences was 150 days; 48 professional development days, 75 absence sick bank days, 3 bereavement days, and 24 FMLA days, in Trimester 3 out of 19 teachers the total amount of absences was 97 days; 51 absence days were for professional development, 32 absence sick bank days and 14 FMLA absence days.

In reviewing this data, we have found that the majority of teacher absence days are for professional development. Student achievement is compromised whenever the classroom teacher is out of the classroom.

Teacher/School Leader(s) Demographic Data

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

In order to address the challenges regarding teacher/school leader absences, professional development, and committee meetings could be streamlined to prevent excessive time spent outside of the building and maximize instruction. The district could consider hiring building substitutes or increasing incentives to attract and maintain more highly-qualified substitutes.

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 strengths of our building are reflected in the professionalism of our staff and their commitment to the success of the students that they serve. In reviewing the results our strengths include Strand I: Teaching for Learning, Standard 2: Instruction (Indicators: C-F), Standard 3: (Indicators: G, H & I), Strand II: Leadership for Learning, Standard 4: Instructional Leadership (Indicators: K-M), Standard 5: A Culture for Learning (Indicator: N), Standard 6: Organizational Management, (Indicators: P-R), Strand III: Professional Learning Culture, Standard 7: Professional Learning Culture, (Indicators: S-T), Standard 8: Professional Learning System (Indicator: U) Strand IV: School, Family and Community Relations, Standard 9: Communication, (Indicators: W, X, Z).

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

The two main challenges that we have are our transient population and the district's economic concerns. According to our Interim Self-Assessment indicators that stand out as challenges include: Strand I: Teaching for Learning, Standard I: Curriculum, (Indicator A) Strand II: Leadership for Learning (Indicator O), Strand III: Professional Learning Culture (Indicator V).

12. How might these challenges impact student achievement?

Many of the students we receive through our transient population in the intermediate grades come to us far below the grade-level standards. Students often make multiple years of growth in a year, however they still may not be performing at the required grade-level standards.

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.

Actions that could be taken and are incorporated into our School Improvement Plan to address these challenges are categorized by grade level and core subject area below:

English Language Arts

Reading

Grade Span: Young 5's-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level checkpoints have been established: November (B) January-March (C) May-June (D) and NWEA Normative Targets for Reading: September (142.5) January (151) May (157.7)

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First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th Percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

Writing

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection: (What will the teacher do?)

Kindergarten: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

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Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergartners are not assessed until January:. Scores below 10th percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

Fifth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

Science

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

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First Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fifth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Social Studies

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Third Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fifth Grade: Identification Criteria-Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

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?

If a student is struggling in our building we utilize our RTI program to look at the student's academic achievements in depth through an array of different assessments and behaviors to determine what the next steps are for that child. For some children, Tier I and Tier II strategies including classroom activities and Title I support help that child to be successful in the classroom. After the student has been identified through progress monitoring it is determined whether or not the child is making sustainable gains. If the child is not making gains, the next steps to be considered are Tier III and/or possible referral for Special Education services.

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

During the school day, the extended learning opportunity we provide is a comprehensive Title I support program. This opportunity includes a highly qualified teacher and 2.5 highly qualified paraprofessionals. This program is available to identified students from Young 5's through 5th grade. At this time we do not offer summer school or before/after school programming through Title I. However, we offer a range of other programming as listed below:

Weiss Elementary offers an extensive amount of extended learning opportunities for students including: grade-level field trips, G-tek- before school Robotics Club for 4th and 5th graders, elementary band for 5th graders, STEM Fair for 3rd, 4th and 5th graders, Champions after school care, Weiss Salmon Project for 5th graders, Technology accessibility wit for all grade levels with laptops, Google Chrome Books, Desktop Computers, Camp Wanna Read for all grade levels, RAZ-Kids to support reading in Young 5's-5th grade, ABC Mouse for Young 5's and kindergarten students.

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

The process for identifying students for Title I services varies by grade level and subject area. The criteria is listed below. Parents of students who are identified are notified by the classroom teacher, as well as the interventionist/Title I coordinator by personal contact as well as a formal letter.

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English Language Arts

Reading

Grade Span: Young 5s-5th Grade

Identification/Criteria for Selection:

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First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th Percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

Writing

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/markings period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/markings period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

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Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergarten are not assessed until January:. Scores below 10th percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

Fifth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

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Science

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

First Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fifth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Social Studies

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3

Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Third Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fifth Grade: Identification Criteria-Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

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?

Our district has recently adopted a new social studies (MC3), mathematics (Math Expressions), reading assessment program/universal screener (Fountas and Pinnell/F&P), and leveled-literacy intervention. Also, systematic inclusion of MAISA writing units and guided reading linked to common core content standards is in process. The evidence that we have to indicate the standards are being implemented are three rounds of NWEA and F&P testing, MEAP, unit tests in math and social studies, and data collection and monitoring through PLCs for all core subject areas.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

We have a systematic and efficient method for which students reading below grade level are identified and supported through classroom interventions (Tier I), Title I/intervention services (Tier II), and potential special education referrals. Students are identified from the Fountas and Pinnell universal screener (September) and benchmark assessments (September, November, January, May), MEAP results, NWEA assessments (September, January, May), ongoing teacher observation and the use of the implementation of ability-appropriate grouping in the guided reading model on a daily basis for extended time periods. Our building has a Title I staff containing an interventionist, two full-time paraprofessionals, and one part-time paraprofessional. The Title I staff services students grades K-5 in both a push-in and pull-out model.

19b. Reading- Challenges

The challenge our building has experienced with reading is curriculum-based. We have recently transitioned from the Rigby reading program, which was implemented in various ways per grade level, to a more structured guided reading curriculum using Jan Richardson's model. This requires the use of Fountas and Pinnell assessment information to inform instruction and a leveled guided reading group approach.

19c. Reading- Trends

According to the statewide assessment (MEAP) in reading the following trends are evident in grades 3-5:

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In the past 3 years, the 3rd grade has shown a decline in reading proficiency level. In 2011-2012, the 3rd graders proficiency level was at 80%, in 2012-2013, the proficiency level was 74.1%, and in 2013-2014 the proficiency level was 62.3%. In the past 3 years, the 4th grade has shown a steady and gradual improvement in reading proficiency. In 2011-2012, the 4th graders proficiency level was at 66%, in 2012-2013, the proficiency level was 68.2%, and in 2013-2014 the proficiency level was 71.2%. In the past 3 years, the 5th grade has shown a dramatic improvement in reading proficiency. In 2011-2012, the 5th graders proficiency level was at 63%, in 2012-2013, the proficiency level was 69.2%, and in 2013-2014 the proficiency level was 84%.

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.

Professional development has been required for all teachers in guided reading implementation in addition to Fountas and Pinnell assessment administration and maintenance in benchmark testing. District requirements for the use of this training are in place and align our school with the district's goals.

20a. Writing- Strengths

Writing workshop and writing in the use of guided reading are new mandated requirements in our school and district. The use and implementation of MAISA units and teacher training in Writing With the Experts.

20b. Writing- Challenges

Our writing challenges would be that as our writing program becomes better defined by the district we expect that our achievement will increase. The expectation will be for all classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Currently, we only have MEAP data which is only completed in 4th grade and our internal data, which has not always shown us specified deficiencies.

20c. Writing- Trends

Across grade-levels student proficiency in narrative, opinion and informational writing have been monitored through the use of pre and post assessments on given prompts. Through these assessments students across grade-levels show growth which is warehoused in a building wide data collection via Google document.

In fourth grade, our last 3 years of MEAP writing data showed that in 2011-2012 (47%) proficiency, in 2012-2013 (43.2%) proficiency, 2013-2014 (44.1%) proficiency.

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.

Based on our writing challenges previously, we expect that our achievement will increase with alignment to district goals. The expectation will be for all classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Currently, we only have MEAP data which is only completed in 4th grade and our internal data which has not always shown us specified deficiencies.

21a. Math- Strengths

We have a systematic and efficient method for which students performing below grade level in mathematics are identified and supported through classroom interventions (Tier I), Title I/intervention services (Tier II), and potential special education referrals.

Students are identified from the FOCUS MATH universal screener (September) and Math Expressions unit pre and post tests (on-going throughout the year), MEAP results, NWEA assessments (September, January, May), District mandated fact fluency assessments (per trimester), ongoing teacher observation and the use of the implementation of ability-appropriate grouping.

Additionally, our math curriculum Math Expressions includes a spiral and scaffolding approach to learning, teaching and intervening.

Our building has a Title I staff containing an interventionist, two full-time paraprofessionals, and one part-time paraprofessional. The Title I staff services students grades K-5 in both a push-in and pull-out model.

21b. Math- Challenges

Overall, our challenges in mathematics would be the implementation of a new math curriculum, Math Expressions. Children who start Kindergarten with this program will have a common academic language, increased background knowledge and familiarity with routines and expectations. Upper elementary students will be faced with the challenge of adapting to a new curriculum that assumes this prior knowledge.

21c. Math- Trends

According to the statewide assessment (MEAP) in mathematics the following trends are evident in grades 3-5:

In the past 3 years, the 3rd grade has shown a low level of proficiency in mathematics. In 2011-2012, the 3rd graders proficiency level was at 31%, in 2012-2013, the proficiency level was 52.5%, and in 2013-2014 the proficiency level was 35.8%.

In the past 3 years, the 4th grade has shown a low level of proficiency. In 2011-2012, the 4th graders proficiency level was at 22%, in 2012-2013, the proficiency level was 35.6%, and in 2013-2014 the proficiency level was 20.8%.

In the past 3 years, the 5th grade has shown a low level of proficiency. In 2011-2012, the 5th graders proficiency level was at 22%, in 2012-2013, the proficiency level was 20%, and in 2013-2014 the proficiency level was 30.6%.

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.

The implementation of our new math curriculum is a direct result of the need to improve math proficiency as demonstrated by summative and formative assessments.

22a. Science- Strengths

Across the grade-levels teachers have an identification process for assisting students below grade-level.

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Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Additionally, we offer hands-on, minds-on learning opportunities such as the Weiss Salmon Project for 5th graders. The Alliance with the Great Lakes Beach Clean-up for fourth graders, and overall Green School accreditation.

22b. Science- Challenges

The greatest challenge across grade-levels for science is time. Teachers are trying to incorporate science across the content areas, specifically in reading and writing. An increase in differentiated science texts for each grade-level will help to seize the challenge of time.

22c. Science- Trends

According to the statewide assessment (MEAP) in science the following trends are evident in grade 5:

In the past 3 years, the 5th grade has shown consistently low proficiency in science. In 2011-2012, the 5th graders proficiency level was at >10%, in 2012-2013, the proficiency level was 12.3%, and in 2013-2014 the proficiency level was 12.2%.

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.

Our challenge of time will be addressed with the inclusion of more differentiated grade-level subject area texts.

23a. Social Studies- Strengths

The MC3 aligned curriculum is being implemented across grade-levels with fidelity.

23b. Social Studies- Challenges

Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. Previously, resources were limited and outdated and not aligned vertically. Additionally, there has been no formal testing for elementary grade-level students.

23c. Social Studies- Trends

Social Studies formal testing has not taken place at the elementary level in past years. Beginning this year, 2014-2015, trends will be monitored through MC3 post-tests and the 5th grade M-STEP.

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.

Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. As of late, we have increased our resources and updated our curriculum. Additionally, beginning this year, 2014-2015, trends will be monitored through MC3 post-tests and the 5th grade MSTEP.

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?

According to our student survey the overall highest level of satisfaction among students includes:

- In my school my principals and teachers want every student to learn (96% students agreed)
- In my school I am learning new things that will help me (98% students agreed)
- In my school my teachers want me to do my best (100% students agreed)
- My teachers help me learn things I need in the future (98% students agreed)
- My teachers use different activities to help me learn (91% students agreed)
- My teachers tell me how I should behave and do my work (94% students agreed)
- My teachers always help me when I need them (90% students agreed)
- My teachers care about students (100% students agreed)
- My school has many places where I can learn such as a library (97% students agreed)
- My school has computers to help me learn (100% students agreed)
- My school wants children in our school to help each other, even if we are not friends (90% students agreed)
- My principal and teachers tell children when they do a good job (90% students agreed)
- My principal and teachers help me to be ready for the next grade (96% students agreed)

24b. Student Perception Data

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

According to our student survey given to students grades 3-5 the overall lowest level of satisfaction among students was:

- My principal and teachers ask me what I think about school (44% students agreed) *We feel that the students may have taken this questions literally
- In my school students treat adults with respect (54% students agreed)
- My teachers ask my family to come to school activities (71% students agreed)

24c. Student Perception Data

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

Our lowest levels of student satisfaction were:

- My principal and teachers ask me what I think about school (44% students agreed) *We feel that the students may have taken this questions literally
- In my school students treat adults with respect (54% students agreed)
- My teachers ask my family to come to school activities (71% students agreed)

In order to improve awareness about respect we have a PBiS committee that is working toward positive behavior programs for all students grades K-5. Additionally, we plan on informing staff of the student answers to the question regarding how they feel about school as well as inviting families to come to school activities. We feel that students may have misinterpreted the questions on a more literal level and will work toward more direct communication. We also plan on continuing to maintain our natural culture and community of respect and family oriented atmosphere.

25a. Parent/Guardian Perception Data

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

Our parent/guardian perception data indicates that there is a high level of satisfaction across many areas.

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

"Our school has high expectations for our students in all classes."

"Our school shares responsibility for student learning with its stakeholders."

"Our school communicates effectively about the school's goals and activities."

"Our school provides opportunities for stakeholders to be involved in the school."

"All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."

"All of my child's teachers give work that challenges my child."

"All of my child's teachers use a variety of teaching strategies and learning activities."

"All of my child's teachers meet his or hers learning needs by individual instruction."

"All of my child's teachers work as a team to help my child learn."

"All of my child's teachers help me to understand my child's progress."

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"All of my child's teachers keep me informed regularly on how my child is being graded."

"All of my child's teachers report on my child's progress in easy to understand language."

"My child sees a relationship of what is being taught in his or her everyday life."

"My child knows the expectations for learning in all classes."

"My child has at least one adult advocate in the school."

"My child is given multiple assessments to measure his or her understanding of what is taught."

"My child has up to date computers and technology to learn."

"My child has access to support services based on his or her identified needs."

"Our school provides qualified staff members to support student learning."

"Our school provides an adequate supply of learning resources that are current and in good condition."

"Our school provides a safe learning environment."

"Our school provides students with access to a variety of information resources to support their learning."

"Our school provides excellent support services (counseling and/or career planning.)"

"Our school provides opportunities for students to participate in activities that interest them."

:"Our school ensures that the facility supports student learning."

"Our school ensures the effective use of financial resources."

"Our school ensures that instructional time is protected and interruptions are minimized."

"Our school ensures that all staff members monitor and report the achievement of school goals."

"My child is prepared for success in the next school year."

"My child has administrators and teachers that monitor and inform me of his or her learning process."

Within the following question the majority of participants said they agreed or strongly agreed with the statements provided:

"Our school's governing body does not interfere with the operation or leadership of our school."

25b. Parent/Guardian Perception Data

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

According our parent/guardian survey the only questions indicating a low level of agreement were "Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents."

25c. Parent/Guardian Perception Data

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

The lowest area of satisfaction on the parent survey was the following questions: "Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents."

In looking at these results, we have come to the conclusion that as a building we need to be more clear about our purpose statement with parents and students. We have already begun to incorporate this statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year.

26a. Teacher/Staff Perception Data

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

According to our Teacher/Staff Perception Data the overall highest level of satisfaction among teachers/staff include:

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

- Our school's purpose statement is clearly focused on student success
- Our school's purpose statement is formally reviewed and revised with involvement of stakeholders
- Our school's purpose statement is based on shared values and beliefs that guide decision making
- Our school's purpose statement is supported by the policies and practice adopted by the school board or governing body
- Our school has a continuous improvement process piece on data, goals, actions and measurement for growth

26b. Teacher/Staff Perception Data

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

According to our Teacher/Staff Perception Data the overall lowest level of satisfaction among teachers/staff include:

Our largest level of dissatisfaction as a staff was reflected in the following questions:

- Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning.)

Because there is not a need for career planning services, this question most likely reflected counseling services (and specifically a lack of a building specific social worker and/or psychologist.)

26c. Teacher/Staff Perception Data

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

Our district does not have a comprehensive guidance model K-12. Though we would love to have a counselor / social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availabilities.

27a. Stakeholder/Community Perception Data

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

Our stakeholder perception comes from the assist parent survey. The data from our parent survey indicates that there is a high level of satisfaction across many areas.

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

"Our school has high expectations for our students in all classes."

"Our school shares responsibility for student learning with its stakeholders."

"Our school communicates effectively about the school's goals and activities."

"Our school provides opportunities for stakeholders to be involved in the school."

"All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."

"All of my child's teachers give work that challenges my child."

"All of my child's teachers use a variety of teaching strategies and learning activities."

"All of my child's teachers meet his or hers learning needs by individual instruction."

"All of my child's teachers work as a team to help my child learn."

"All of my child's teachers help me to understand my child's progress."

"All of my child's teachers keep me informed regularly on how my child is being graded."

"All of my child's teachers report on my child's progress in easy to understand language."

"My child sees a relationship of what is being taught in his or her everyday life."

"My child knows the expectations for learning in all classes."

"My child has at least one adult advocate in the school."

"My child is given multiple assessments to measure his or her understanding of what is taught."

"My child has up to date computers and technology to learn."

"My child has access to support services based on his or her identified needs."

"Our school provides qualified staff members to support student learning."

"Our school provides an adequate supply of learning resources that are current and in good condition."

"Our school provides a safe learning environment."

"Our school provides students with access to a variety of information resources to support their learning."

"Our school provides excellent support services (counseling and/or career planning.)"

"Our school provides opportunities for students to participate in activities that interest them."

:"Our school ensures that the facility supports student learning."

"Our school ensures the effective use of financial resources."

"Our school ensures that instructional time is protected and interruptions are minimized."

"Our school ensures that all staff members monitor and report the achievement of school goals."

"My child is prepared for success in the next school year."

"My child has administrators and teachers that monitor and inform me of his or her learning process."

Within the following question the majority of participants said they agreed or strongly agreed with the statements provided:

"Our school's governing body does not interfere with the operation or leadership of our school."

27b. Stakeholder/Community Perception Data

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

According our parent/guardian survey, the only questions indicating a low level of agreement were:

"Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents."

27c. Stakeholder/Community Perception Data

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

The lowest area of satisfaction on the parent survey was the following questions: "Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents."

In looking at these results, we have come to the conclusion that as a building we need to be more clear about our purpose statement with parents and students. We have already begun to incorporate this statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year.

Summary

28a. Summary

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

Our student and parent surveys were extremely positive. In the parent surveys the only questions about our purpose statement stood out. ("Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents.")

We have already begun to incorporate this statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year, so that they know what exactly the purpose statement is. We need to make a conscious effort to avoid educational jargon and put information into family friendly language.

Overall, our staff surveys were positive. The only negative outlier had to do with counseling services. Our district does not have is a comprehensive guidance model K-12. Though we would love to have a counselor/ social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availability.

28b. Summary

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

We have already begun to incorporate our school's purpose statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year, so that they know what exactly the purpose statement is. We need to make a conscious effort to avoid educational jargon and put information into family friendly language.

Our district does not have is a comprehensive guidance model K-12. Though we would love to have a counselor/ social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availability.

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?

We will address many of these issues parent involvement plan, and use PLC time to remind teachers to avoid educational jargon when communicating to parents.

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	We test with NWEA three times a year, fall, winter and spring. We also use pre and post assessments through Math Expressions for each unit at each grade level K-5. Additionally, we use Fountas and Pinnell Benchmark tests at regular intervals throughout the school year in grades Y5-5.	

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.gibdist.net/gibdist/schools/Weiss/school-information	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a Y5-5 building. Our middle school is compliant with this requirement.	

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

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	We comply with all State and Federal legislation.	

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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	Amy Conway 19370 Vreeland Road Woodhaven, MI 48183 734-379-6350	

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	This plan is available in our parent information center in our main hallway.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our school-parent compact is given to parents at the beginning of our school year and revisited again at conferences.	school-parent compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	We have a wealth of data that contribute to the development of our school improvement plan. We include NWEA data, PBIS data, F and P and math pre and post unit test data.	

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?

The Comprehensive Needs Assessment was developed by the school improvement team including our parent representatives. The CNA process was conducted by reviewing parent, staff, and student survey data, school demographics, system processes, Title I surveys, protocols and practices, instructional programming, student achievement data, determining the bottom 30 through professional learning communities and continually reviewing this data across time through re-evaluation. Achievement data was dis-aggregated by subgroups included students with disabilities, as well as economically disadvantaged and EL student data. Gap analysis was used to identify areas of need as well as their causes.

Our school improvement team began the CNA process in the fall of 2014. We met ten plus times throughout the school year as a team to review data reports including NWEA, MI School Data, BAA, CEPI, AESOP, CLASS A and our own internal data collection system. Our team relayed information and reviewed data as an ongoing practice in our PLC teams. Staff looked for themes and connections. They then prioritized the areas of greatest need and developed goals, strategies and activities that supported students. Additionally, the team completes each spring, the ED YES report and SIP team leaders communicated that information to staff at PLC and staff meetings to ensure that all stakeholders are involved in the process.

We concluded through our Ed Yes Report (SSR and Summary) that we need to improve in the areas of Standard 1 Indicator 1: Alignment. We have made progress in the 2014-15 school year in Math and with the adoption of Math Expressions (Elementary) and Big Ideas (Secondary). Additionally, we have made gains in Social Studies through the adoption of MC3. In the 2015-16, school year, we will be continuing work on ELA. This year we adopted Fountas and Pinnell benchmark assessments and began work on guided reading strategies using the resources of Jan Richardson. In the last several years, we have also used Fountas and Pinnell LLI with our struggling readers. This year our effect size of Effect Size= 1.032025685 allowed us to celebrate the gains made by our children in our Title I Part A program. Through the continued professional development of readers workshop, guided reading strategies, LLI, and running records on the fly, we expect to see our student achievement continue to sky-rocket. Our work in science will also continue with the latest changes and revisions to science curriculum and our continued work with STEM.

Additionally, we concluded through data gathered from our Ed Yes Report, Standard 5, Indicator O, that while we have opportunity for leadership and our characteristics are identified as being present, we need to increase a number of areas of evidence. In the 2015-16 school year, we implemented PLC time (every Monday morning for an hour throughout the school year) and trained team leaders to utilize the format for data discussions and improving student achievement. We need to increase access for additional professional development and to survey for interest in leadership roles as well as maintaining a professional library.

In our Ed Yes Report we had 2 other areas that had only partial implementation as well. Standard 8, Indicator V and standard 10 indicator Y. Standard 8 identified for the team a need for more peer coaching and adult learning theory. Standard 10 identified the need for more flexible office hours and a published schedule for family programs.

Parent have a vital role as representatives, and they are invited to be part of the process through an invitation from the principal both through personal invitation and an open invitation through our newsletter and email system. The principal explains the process to the parents and parents are invited to attend as many meetings as possible throughout the school year. The parents are helpful in providing the parent perspective and for providing valuable insight into and development of the compact. The parent representatives are also encouraged to

share updates at our PTO meetings and on our parent and school Facebook pages.

Additionally, what our team found through the CNA process:

1. We found that through the new alignment of our math curriculum our students are making substantial gains on post tests and NWEA assessments.
2. We also found that through our F and P testing that 99% of our students made gains in reading skills.
3. Our team found that our economically disadvantaged students fell below non-economically disadvantaged students in the area of writing on the 2012 MEAP.
4. Our team found that our Title I Programs use of Fountas and Pinnell's LLI program had an effect size of 1.03.

As we reviewed our data and developed our student assistance model, our process included review of the following data:

Children who are eligible for Reading Intervention are selected through various testing results (1) NWEA assessment, (2) Fountas & Pinnell Benchmark Screeners, and (3) Fountas & Pinnell Benchmark Assessments. However, Kindergarten and Y5's take the Fountas & Pinnell Letter and Letter Sound Identification Screener in lieu of the F&P Benchmark Assessment. Children who are eligible for Math Intervention are selected through various testing results as well. (1) NWEA Assessments, (2) Focus Math Placement Test, as well as (3) Math Expressions pre & post assessment scores, which are provided by the teacher. Parents are encouraged to attend and share in the interventions for their children whenever possible.

Students are selected from testing results on MEAP, NWEA, F&P, summative and formative assessment information.

The assessments are administered by classroom teachers. Title I teachers and other academic specialists. The assessments are given at detailed intervals to identify children who are failing to meet the benchmarks for achievement.

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?

We concluded through our Ed Yes Report that we need to improve in the areas of Standard 1 Indicator 1: Alignment. We have made progress in the 2014-15 school year in Math and with the adoption of Math Expressions (Elementary) and Big Ideas (Secondary). Additionally, we have made gains in Social Studies through the adoption of MC3. In the 2015-16, school year, we will be continuing work on ELA. This year we adopted Fountas and Pinnell benchmark assessments and began work on guided reading strategies using the resources of Jan Richardson. In the last several years, we have also used Fountas and Pinnell LLI with our struggling readers. This year our effect size of Effect Size= 1.032025685 allowed us to celebrate the gains made by our children in our Title I Part A program. Through the continued professional development of readers workshop, guided reading strategies, LLI, and running records on the fly, we expect to see our student achievement continue to sky-rocket. Our work in science will also continue with the latest changes and revisions to science curriculum and our continued work with STEM.

Additionally, we concluded through data gathered from our Ed Yes Report, Standard 5, Indicator O, that while we have opportunity for leadership and our characteristics are identified as being present, we need to increase a number of areas of evidence. In the 2015-16 school year, we implemented PLC time (every Monday morning for an hour throughout the school year) and trained team leaders to utilize the format for data discussions and improving student achievement. We need to increase access for additional professional development and to survey for interest in leadership roles as well as maintaining a professional library.

In our Ed Yes Report we had 2 other areas that had only partial implementation as well. Standard 8, Indicator V and standard 10 indicator Y. Standard 8 identified for the team a need for more peer coaching and adult learning theory. . Standard 10 identified the need for more flexible office hours and a published schedule for family programs.

The Weiss Elementary Improvement Team developed our school improvement goals by looking at the following types of data: Student Achievement, Perception Data, Program Data, and Demographic Data.

Reading:

When reviewing our Reading Achievement Data, we concluded there were several challenges: One challenge our building has experienced with reading is curriculum-based. We have recently transitioned from the Rigby reading program, which was implemented in various ways per grade level, to a more structured guided reading curriculum using Jan Richardson's model. This requires the use of Fountas and Pinnell assessment information to inform instruction and a leveled guided reading group approach.

Another trend we discovered is that in the past 3 years, the 3rd grade has shown a decline in reading proficiency level. In 2011-2012, the 3rd graders proficiency level was at 80%, in 2012-2013, the proficiency level was 74.1%, and in 2013-2014 the proficiency level was 62.3%. In the past 3 years, the 4th grade has shown a steady and gradual improvement in reading proficiency. In 2011-2012, the 4th graders proficiency level was at 66%, in 2012-2013, the proficiency level was 68.2%, and in 2013-2014 the proficiency level was 71.2%. In the past 3 years, the 5th grade has shown a dramatic improvement in reading proficiency. In 2011-2012, the 5th graders proficiency level was at 63%, in 2012-2013, the proficiency level was 69.2%, and in 2013-2014 the proficiency level was 84%.

Our staff looked at bottom and top 30 Reading data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

We also looked at NWEA data looking for three year trends in Reading

Kindergarten - MEAN RIT score: Fall 2012-13 (147.5), Fall 2013-14 (144.2), Fall 2014-15 (140.4)

First Grade - MEAN RIT score: Fall 2012-13 (163.3), Fall 2013-14 (156.2), Fall 2014-15 (162.6)

Second Grade - MEAN RIT score: Fall 2012-13 (178.8), Fall 2013-14 (174.7), Fall 2014-15 (177.8)

Third Grade - MEAN RIT score: Fall 2012-13 (195.5), Fall 2013-14 (178.2), Fall 2014-15 (182.8)

Fourth Grade - MEAN RIT score: Fall 2012-13 (202.2), Fall 2013-14 (195.6), Fall 2014-15 (191.2)

Fifth Grade- MEAN RIT score: Fall 2012-13 (202.7), Fall 2013-14 (204.2), Fall 2014-15 (199.8)

Writing:

When reviewing our Writing Achievement Data, we concluded there were several challenges: One of our challenges in writing would be that as our writing program becomes better defined by the district we expect that our achievement will increase. The expectation will be for all classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Currently, we only have MEAP data which is only completed in 4th grade and our internal data, which has not always shown us specified deficiencies. Across grade-levels student proficiency in narrative, opinion and informational writing have been monitored through the use of pre and post assessments on given prompts. Through these assessments students across grade-levels show growth which is warehoused in a building wide data collection via Google documents. In fourth grade, our last 3 years of MEAP writing data showed that in 2011-2012 (47%) proficiency, in 2012-2013 (43.2%) proficiency, 2013 - 2014 (44.1%) proficiency.

Math:

When reviewing our Math Achievement Data, we concluded there were several challenges: Overall, our challenges in mathematics would be the implementation of a new math curriculum, Math Expressions. Children who start Kindergarten with this program will have a common academic language, increased background knowledge and familiarity with routines and expectations. Upper elementary students will be faced with the challenge of adapting to a new curriculum that assumes this prior knowledge.

According to the statewide assessment (MEAP) in mathematics the following trends are evident in grades 3-5:

In the past 3 years, the 3rd grade has shown a low level of proficiency in mathematics. In 2011-2012, the 3rd graders proficiency level was at 31%, in 2012-2013, the proficiency level was 52.5%, and in 2013-2014 the proficiency level was 35.8%.

In the past 3 years, the 4th grade has shown a low level of proficiency. In 2011-2012, the 4th graders proficiency level was at 22%, in 2012 - 2013, the proficiency level was 35.6%, and in 2013-2014 the proficiency level was 20.8%.

In the past 3 years, the 5th grade has shown a low level of proficiency. In 2011-2012, the 5th graders proficiency level was at 22%, in 2012-2013, the proficiency level was 20%, and in 2013-2014 the proficiency level was 30.6%.

Our staff looked at mathematics bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

We also looked at NWEA data looking for three year trends in Math.

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Kindergarten - MEAN RIT score: Fall 2012-13 (145.2), Fall 2013-14 (152.3), Fall 2014-15 (140.4)

First Grade - MEAN RIT score: Fall 2012-13 (164.2), Fall 2013-14 (182.8), Fall 2014-15 (162.2)

Second Grade - MEAN RIT score: Fall 2012-13 (178.5), Fall 2013-14 (195.2), Fall 2014-15 (181.5)

Third Grade - MEAN RIT score: Fall 2012-13 (195.9), Fall 2013-14 (182.1), Fall 2014-15 (185.6)

Fourth Grade - MEAN RIT score: Fall 2012-13 (201.1), Fall 2013-14 (198.4), Fall 2014-15 (193.6)

Fifth Grade- MEAN RIT score: Fall 2012-13 (206.7), Fall 2013-14 (206.9), Fall 2014-15 (203.6)

Science:

When reviewing our Science Achievement Data, we concluded there were several challenges: The greatest challenge across grade-levels for science is time. Teachers are trying to incorporate science across the content areas, specifically in reading and writing. An increase in differentiated science texts for each grade-level will help to seize the challenge of time.

According to the statewide assessment (MEAP) in science the following trends are evident in grade 5:

In the past 3 years, the 5th grade has shown consistently low proficiency in science. In 2011-2012, the 5th graders proficiency level was at >10%, in 2012-2013, the proficiency level was 12.3%, and in 2013-2014 the proficiency level was 12.2%

Our staff looked at Science bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (0%), Two or More Races (50%), White (25.8%), Asian (0%), African American (50%).

Top 30: Hispanic (50%), Two or More Races (25%), White (32.3%), Asian (100%), African American (0%).

Social Studies:

When reviewing our Social Studies Achievement Data, we concluded there were several challenges: Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. Previously, resources were limited and outdated and not aligned vertically. Additionally, there has been no formal testing for elementary grade-level students. Social Studies formal testing has not taken place at the elementary level in past years. Beginning this year, 2014-2015, trends will be monitored through MC3 post-tests and the 5th grade M-STEP.

Our school improvement team in conjunction with our RtI team meet to review individual student needs of at-risk students. Teachers first work with in-class strategies and parent support to improve achievement. The next phase of review comes when students are still not making gains and students are referred to our Title I interventionist and/or Title I paraprofessional for review, intervention, and assessment through the rti process. We use the common core standards as our goals for attainment and refer to assessment criteria from differing sources including F&P, NWEA, Focus Math, Math Expressions and other district criteria. Additionally, we address social studies and science through the acquisition of reading development skills. Once the referral forms are completed, the principal signs and confirms placement in

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the Title I program.

Our staff looked at Social Studies bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

Our 2013-2014 Proficiency Target was (21.62%) and the target was met with (31.82%) proficient students.

Our School Improvement Team also looked at the following demographic data to help create our Comprehensive Needs Assessment:

Feeder Information: The Gibraltar School District is School of Choice. We are also surrounded by many neighboring districts that are School of Choice. Our student population is affected by this. Number of Resident Student(s) Enrolled Elsewhere: 246 students. A majority of these students attend Flat Rock Community Schools, the Woodhaven-Brownstown School District, and Wyandotte Schools. Number of Non-Resident Student(s) Enrolled: 329 students. A majority of these students reside in the Flat Rock Community School District, Huron School District, and Woodhaven-Brownstown School District

The School Improvement Team also looked at the following Demographic Data:

Kindergarten

Alaskan/American Indian: 1 male

White: 16 female, 18 male

Hispanic: 2 male

African American: 7 female, 3 male

Asian: 1 female

Grade 1

White: 9 female, 8 male

Hispanic: 2 female 1 male

African American: 7 female, 3 male

Asian: 1 female

The School Improvement Team also looked at student truancy data and compared it to NWEA & MEAP data to determine if there was a correlation between excessive absences and school achievement.

The data pointed to a direct connection between significant absences and poor performance.

Of the 55 fifth grade students 44% have 10+ absences in the 2013-2014 school year. Of those 24 individuals, 75% of them were not successful on two or more of their summative assessments (NWEA & MEAP)

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Of the 59 fourth grade students 28%, have 10+ absences in the 2013-2014 school year. Of those 17 individuals, 82% of them were not successful on two or more of their summative assessments (NWEA & MEAP)

Of the 53 third grade students 34%, have 10+ absences in the 2013-2014 school year. Of those 18 individuals, 61% of them were not successful on two or more of their summative assessments (NWEA & MEAP)

In reviewing our perception data: staff, students and stakeholders showed an overall positive perception of our school and its climate.

According to our student survey the overall highest level of satisfaction among students includes:

- In my school my principals and teachers want every student to learn (96% students agreed)
- In my school I am learning new things that will help me (98% students agreed)
- In my school my teachers want me to do my best (100% students agreed)
- My teachers help me learn things I need in the future (98% students agreed)
- My teachers use different activities to help me learn (91% students agreed)
- My teachers tell me how I should behave and do my work (94% students agreed)
- My teachers always help me when I need them (90% students agreed)
- My teachers care about students (100% students agreed)
- My school has many places where I can learn such as a library (97% students agreed)
- My school has computers to help me learn (100% students agreed)
- My school wants children in our school to help each other, even if we are not friends (90% students agreed)
- My principal and teachers tell children when they do a good job (90% students agreed)
- My principal and teachers help me to be ready for the next grade (96% students agreed)

Our parent/guardian perception data indicates that there is a high level of satisfaction across many areas.

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

- "Our school has high expectations for our students in all classes."
- "Our school shares responsibility for student learning with its stakeholders."
- "Our school communicates effectively about the school's goals and activities."
- "Our school provides opportunities for stakeholders to be involved in the school."
- "All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."
- "All of my child's teachers give work that challenges my child."
- "All of my child's teachers use a variety of teaching strategies and learning activities."
- "All of my child's teachers meet his or hers learning needs by individual instruction."
- "All of my child's teachers work as a team to help my child learn."
- "All of my child's teachers help me to understand my child's progress."

School Data Analysis

- "All of my child's teachers keep me informed regularly on how my child is being graded."
- "All of my child's teachers report on my child's progress in easy to understand language."
- "My child sees a relationship of what is being taught in his or her everyday life."

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"My child knows the expectations for learning in all classes."

"My child has at least one adult advocate in the school."

"My child is given multiple assessments to measure his or her understanding of what is taught."

"My child has up to date computers and technology to learn."

"My child has access to support services based on his or her identified needs."

"Our school provides qualified staff members to support student learning."

"Our school provides an adequate supply of learning resources that are current and in good condition."

"Our school provides a safe learning environment."

"Our school provides students with access to a variety of information resources to support their learning."

"Our school provides excellent support services (counseling and/or career planning.)"

"Our school provides opportunities for students to participate in activities that interest them."

:"Our school ensures that the facility supports student learning."

"Our school ensures the effective use of financial resources."

"Our school ensures that instructional time is protected and interruptions are minimized."

"Our school ensures that all staff members monitor and report the achievement of school goals."

"My child is prepared for success in the next school year."

"My child has administrators and teachers that monitor and inform me of his or her learning process."

"Our school's governing body does not interfere with the operation or leadership of our school."

According to our Teacher/Staff Perception Data the overall highest level of satisfaction among teachers/staff include:

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

-Our school's purpose statement is clearly focused on student success

-Our school's purpose statement is formally reviewed and revised with involvement of stakeholders

-Our school's purpose statement is based on shared values and beliefs that guide decision making

-Our school's purpose statement is supported by the policies and practice adopted by the school board or governing body

-Our school has a continuous improvement process piece on data, goals, actions and measurement for growth

Our stakeholder perception comes from the assist parent survey. The data from our parent survey indicates that there is a high level of satisfaction across many areas.

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

"Our school has high expectations for our students in all classes."

"Our school shares responsibility for student learning with its stakeholders."

"Our school communicates effectively about the school's goals and activities."

"Our school provides opportunities for stakeholders to be involved in the school."

"All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."

"All of my child's teachers give work that challenges my child."

"All of my child's teachers use a variety of teaching strategies and learning activities."

"All of my child's teachers meet his or hers learning needs by individual instruction."

"All of my child's teachers work as a team to help my child learn."

"All of my child's teachers help me to understand my child's progress."

"All of my child's teachers keep me informed regularly on how my child is being graded."

"All of my child's teachers report on my child's progress in easy to understand language."

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"My child sees a relationship of what is being taught in his or her everyday life."

"My child knows the expectations for learning in all classes."

"My child has at least one adult advocate in the school."

"My child is given multiple assessments to measure his or her understanding of what is taught."

"My child has up to date computers and technology to learn."

"My child has access to support services based on his or her identified needs."

"Our school provides qualified staff members to support student learning."

"Our school provides an adequate supply of learning resources that are current and in good condition."

"Our school provides a safe learning environment."

"Our school provides students with access to a variety of information resources to support their learning."

"Our school provides excellent support services (counseling and/or career planning.)"

"Our school provides opportunities for students to participate in activities that interest them."

:"Our school ensures that the facility supports student learning."

"Our school ensures the effective use of financial resources."

"Our school ensures that instructional time is protected and interruptions are minimized."

"Our school ensures that all staff members monitor and report the achievement of school goals."

"My child is prepared for success in the next school year."

"My child has administrators and teachers that monitor and inform me of his or her learning process."

Within the following question the majority of participants said they agreed or strongly agreed with the statements provided:

"Our school's governing body does not interfere with the operation or leadership of our school."

In reviewing this data we found that our student and parent surveys were extremely positive. In the parent surveys the only question that stood out was about our purpose statement ("Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents.")

We have already begun to incorporate this statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year, so that they know what exactly the purpose statement is. We need to make a conscious effort to avoid educational jargon and put information into family friendly language. Overall, our staff surveys were positive. The only negative outlier had to do with counseling services. Our district does not have is a comprehensive guidance model K-12. Though we would love to have a counselor/ social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availability.

Furthermore, we found that the challenges identified in the demographic, process and perception data impact student achievement. We have already begun to incorporate our school's purpose statement daily on the student news and are planning to meet with parents at the end of the 2014-2015 school year to plan ahead for the next year, so that they know what exactly the purpose statement is. We need to make a conscious effort to avoid educational jargon and put information into family friendly language.

Our district does not have is a comprehensive guidance model K-12. Though we would love to have a counselor/ social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availability.

These challenges are addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year. Additionally, we will use the parent improvement plan and use PLC time to remind teachers to avoid educational jargon when communicating to parents

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.

We examine our student achievement data in the 4 core areas through a combination of National, State and Local data sources. We then review general data, sub group data, and individual data to identify strengths and weaknesses. After we identify gaps and deficiencies we look to best practices to determine our goals.

Below is a list of our goals including how they were selected:

Reading Goal:

Students will meet or exceed State standards in Reading.

When reviewing our Reading Achievement Data, we concluded there were several challenges: One challenge our building has experienced with reading is curriculum-based. We have recently transitioned from the Rigby reading program, which was implemented in various ways per grade level, to a more structured guided reading curriculum using Jan Richardson's model. This requires the use of Fountas and Pinnell assessment information to inform instruction and a leveled guided reading group approach.

Another trend we discovered is that in the past 3 years, the 3rd grade has shown a decline in reading proficiency level. In 2011-2012, the 3rd graders proficiency level was at 80%, in 2012-2013, the proficiency level was 74.1%, and in 2013-2014 the proficiency level was 62.3%. In the past 3 years, the 4th grade has shown a steady and gradual improvement in reading proficiency. In 2011-2012, the 4th graders proficiency level was at 66%, in 2012-2013, the proficiency level was 68.2%, and in 2013-2014 the proficiency level was 71.2%. In the past 3 years, the 5th grade has shown a dramatic improvement in reading proficiency. In 2011-2012, the 5th graders proficiency level was at 63%, in 2012-2013, the proficiency level was 69.2%, and in 2013-2014 the proficiency level was 84%.

Our staff looked at bottom and top 30 Reading data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

We also looked at NWEA data looking for three year trends in Reading

Kindergarten - MEAN RIT score: Fall 2012-13 (147.5), Fall 2013-14 (144.2), Fall 2014-15 (140.4)

First Grade - MEAN RIT score: Fall 2012-13 (163.3), Fall 2013-14 (156.2), Fall 2014-15 (162.6)

Second Grade - MEAN RIT score: Fall 2012-13 (178.8), Fall 2013-14 (174.7), Fall 2014-15 (177.8)

Third Grade - MEAN RIT score: Fall 2012-13 (195.5), Fall 2013-14 (178.2), Fall 2014-15 (182.8)

Fourth Grade - MEAN RIT score: Fall 2012-13 (202.2), Fall 2013-14 (195.6), Fall 2014-15 (191.2)

Fifth Grade- MEAN RIT score: Fall 2012-13 (202.7), Fall 2013-14 (204.2), Fall 2014-15 (199.8)

Writing Goal:

Students will meet or exceed State Standards in Writing.

When reviewing our Writing Achievement Data, we concluded there were several challenges: One of our challenges in writing would be that as our writing program becomes better defined by the district we expect that our achievement will increase. The expectation will be for all classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Currently, we only have MEAP data which is only completed in 4th grade and our internal data, which has not always shown us specified deficiencies. Across grade-levels student proficiency in narrative, opinion and informational writing have been monitored through the use of pre and post assessments on given prompts. Through these assessments students across grade-levels show growth which is warehoused in a building wide data collection via Google documents. In fourth grade, our last 3 years of MEAP writing data showed that in 2011-2012 (47%) proficiency, in 2012-2013 (43.2%) proficiency, 2013 - 2014 (44.1%) proficiency.

Math Goal:

Students will meet or exceed State Standards in Math.

When reviewing our Math Achievement Data, we concluded there were several challenges: Overall, our challenges in mathematics would be the implementation of a new math curriculum, Math Expressions. Children who start Kindergarten with this program will have a common academic language, increased background knowledge and familiarity with routines and expectations. Upper elementary students will be faced with the challenge of adapting to a new curriculum that assumes this prior knowledge.

According to the statewide assessment (MEAP) in mathematics the following trends are evident in grades 3-5:

In the past 3 years, the 3rd grade has shown a low level of proficiency in mathematics. In 2011-2012, the 3rd graders proficiency level was at 31%, in 2012-2013, the proficiency level was 52.5%, and in 2013-2014 the proficiency level was 35.8%.

In the past 3 years, the 4th grade has shown a low level of proficiency. In 2011-2012, the 4th graders proficiency level was at 22%, in 2012 - 2013, the proficiency level was 35.6%, and in 2013-2014 the proficiency level was 20.8%.

In the past 3 years, the 5th grade has shown a low level of proficiency. In 2011-2012, the 5th graders proficiency level was at 22%, in 2012-2013, the proficiency level was 20%, and in 2013-2014 the proficiency level was 30.6%.

Our staff looked at mathematics bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

We also looked at NWEA data looking for three year trends in Math.

Kindergarten - MEAN RIT score: Fall 2012-13 (145.2), Fall 2013-14 (152.3), Fall 2014-15 (140.4)

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First Grade - MEAN RIT score: Fall 2012-13 (164.2), Fall 2013-14 (182.8), Fall 2014-15 (162.2)

Second Grade - MEAN RIT score: Fall 2012-13 (178.5), Fall 2013-14 (195.2), Fall 2014-15 (181.5)

Third Grade - MEAN RIT score: Fall 2012-13 (195.9), Fall 2013-14 (182.1), Fall 2014-15 (185.6)

Fourth Grade - MEAN RIT score: Fall 2012-13 (201.1), Fall 2013-14 (198.4), Fall 2014-15 (193.6)

Fifth Grade- MEAN RIT score: Fall 2012-13 (206.7), Fall 2013-14 (206.9), Fall 2014-15 (203.6)

Science:

Students will meet or exceed State Standards in Science.

When reviewing our Science Achievement Data, we concluded there were several challenges: The greatest challenge across grade-levels for science is time. Teachers are trying to incorporate science across the content areas, specifically in reading and writing. An increase in differentiated science texts for each grade-level will help to seize the challenge of time.

According to the statewide assessment (MEAP) in science the following trends are evident in grade 5:

In the past 3 years, the 5th grade has shown consistently low proficiency in science. In 2011-2012, the 5th graders proficiency level was at >10%, in 2012-2013, the proficiency level was 12.3%, and in 2013-2014 the proficiency level was 12.2%

Our staff looked at Science bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (0%), Two or More Races (50%), White (25.8%), Asian (0%), African American (50%).

Top 30: Hispanic (50%), Two or More Races (25%), White (32.3%), Asian (100%), African American (0%).

Social Studies Goals:

Students will meet or exceed State Standards in Social Studies.

When reviewing our Social Studies Achievement Data, we concluded there were several challenges: Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. Previously, resources were limited and outdated and not aligned vertically. Additionally, there has been no formal testing for elementary grade-level students. Social Studies formal testing has not taken place at the elementary level in past years. Beginning this year, 2014-2015, trends will be monitored through MC3 post-tests and the 5th grade M-STEP.

Our school improvement team in conjunction with our RtI team meet to review individual student needs of at-risk students. Teachers first work with in-class strategies and parent support to improve achievement. The next phase of review comes when students are still not making gains and students are referred to our Title I interventionist and/or Title I paraprofessional for review, intervention, and assessment through the rti process. We use the common core standards as our goals for attainment and refer to assessment criteria from differing sources including F&P, NWEA, Focus Math, Math Expressions and other district criteria. Additionally, we address social studies and science

through the acquisition of reading development skills. Once the referral forms are completed, the principal signs and confirms placement in the Title I program.

Our staff looked at Social Studies bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

Our 2013-2014 Proficiency Target was (21.62%) and the target was met with (31.82%) proficient students.

Another goal our committee developed includes:

PLC Development to foster a highly effective learning environment

According to the direction that the district was moving in we found that it would be Best Practice to develop professional learning communities to analyze and review data on an individual student basis to better meet the needs of our students.

According to our data we found that the subgroups that will be the focus of our objectives and interventions are:

Our African American and Economically Disadvantaged Students score considerably lower than their counterparts.

Math:

Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

Reading:

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

Science:

Bottom 30: Hispanic (0%), Two or More Races (50%), White (25.8%), Asian (0%), African American (50%).

Top 30: Hispanic (50%), Two or More Races (25%), White (32.3%), Asian (100%), African American (0%).

Social Studies:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

Writing: Bottom 30: Hispanic (33.3%), Two or More Races (0%), White (29%), Asian (0%), African American (40%)

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?

Our goals address student needs through a review of our collective student achievement data. We plan for all of our students and then implement additional focus for those students not meeting grade level proficiency standards. As outlined in our goals, we then utilize the resources of tiered instruction with progress monitoring to check for attainment.

Our teachers use formative and summative assessments to provide specific interventions to students based on needs of the whole school population. As a part of our PLCs, we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

Special recognition is paid to meeting the needs of children who are disadvantaged in a variety of ways including: Tier I and II Feedback Interventions In the Classroom (Differentiated Instruction) by subject area and grade level:

Kindergarten & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Social

Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

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2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

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Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Self-Contained Special Education Classroom:

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Component 2: Schoolwide Reform Strategies

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

We believe that all strategies and programs that we have implemented will help all students to succeed and to address their needs as learners. Our Title I Intervention team, our new math curriculum, MC3 total adoption, and the formation of a literacy plan district wide will benefit our students. Additionally, the ongoing PLC (Professional Learning Community) work that has been started this year and its attention to individual and group achievement will help us to focus in on instructional needs of our students.

Our goals address student needs through a review of our collective student achievement data. We plan for all of our students and then implement additional focus for those students not meeting grade level proficiency standards. As outlined in our goals, we then utilize the resources of tiered instruction with progress monitoring to check for attainment.

Our teachers use formative and summative assessments to provide specific interventions to students based on needs of the whole school population. As a part of our PLCs, we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

The following information details strategies which focus on helping ALL students to reach the State's standards. (separated by grade-levels and subject areas)

Kindergarten & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Social

Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

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Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and

thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Self-Contained Special Education Classroom:

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

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).

Multiple research-based methods in the school-wide plan will increase the quality and quantity of instruction in order to accelerate and enrich the curriculum.

Teachers and staff regularly make a conscious effort to increase the quantity of instruction. In order to improve quantity of instruction teachers and staff will be able to review student data in our PLC teams and plan for students as a result of these in-depth strategy discussions. Our PLC teams meet weekly during delayed start Mondays and determine instructional strategies that will address the needs of our students. They will also develop assessments both formative and summative that will provide them with timely information to make decisions on classroom practices.

Our PLC teams in combination with our Response to Intervention team will outline and track student progress. Together our educators will develop plans that work for our students.

Quality instruction is provided by our teachers and staff to stay current and updated through research-based methods and strategies to provide quality learning opportunities. Currently we have had up to date training with the experts in:

Math Expressions- Common Core based curriculum (Teachers grades K-5)

Guided Reading based on best-practice methodologies with Jan Richardson (Teachers grades Young-5's- 5th)

Writing with the Experts- (2nd, 3rd, 4th grade) future plans include an opportunity for all grade-level teachers to participate

MACUL

Fountas and Pinnell Benchmark Assessment- Special Education and Interventionist (formally trained, then trained all teachers grades K-5)

Restructuring/RTI Improvement team

PLC training with Rick Replicky

CPI training- Special Education, Speech Pathologist and 2nd grade teacher

PREPaRE- School Psychologist and Social Worker attended and will be using train the trainer method to train other staff

We are developing a new schedule for students in which we will have intervention times for students by grade-level throughout the week as well as some common planning time to increase the quantity of service time for push in and pull out support.

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

The strategies of our plan have been developed to address individual and group needs as a result of careful review and analysis. We reviewed our trend data, reviewed student individual assessments and kept current with the professional resources available to us. In our PLCs we have also refreshed our guided reading, math instruction, and assessment data. Collectively, we have found common themes and procedures for improving instruction.

The following process has been developed to identify students having difficulties mastering the standards within each grade-level and subject area:

English Language Arts/Reading

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Grade Span: Young 5s-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level checkpoints have been established: November (B) January-March (C) May-June (D) and NWEA Normative Targets for Reading: September (142.5) January (151) May (157.7)

First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th Percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

Writing

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection: (What will the teacher do?)

Kindergarten:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/markings period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/markings period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments

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per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergarteners are not assessed until January:. Scores below 10h percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

Fifth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

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Science

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

First Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fifth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Social Studies

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Third Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fifth Grade: Identification Criteria-Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Students are monitored every 4-8 weeks through the RtI process.

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.

Within our schoolwide plan, we will continue to deliver instruction that is tailored to meet the needs of our students. Some children, will need specific one-on-one and small group instruction through our Intervention support personnel, as determined using benchmark data and discussions with the RtI team. For the student who excels and needs enrichment, additional resources and programs will also be available to them, such as extension activities and the incorporation of more higher order thinking questions. For the coming school years, our goal is to revise our scheduling process for the purpose of embedding concentrated time for each grade level to receive targeted assistance and academic enrichment. The staff at Weiss use Tier I and Tier II Interventions to support student achievement within the classroom.

Tier II interventions take place simultaneously in the classroom and are provided by the classroom teacher and the structured Title program. Most students are identified to receive support in a timely manner (starting on the second day of school and throughout the first two weeks of the school year) using a universal screening process. A leveled literacy program is provided for all students who do not pass the benchmark reading assessments.

Students who are identified are given additional, in-class support for Mathematics. Those who continue to struggle with these in-class concepts, then receive small group support through Focus Math grade level intervention.

Students' individual needs are addressed through differentiated instruction by their classroom teacher in the following ways:

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Tier I Interventions: (Differentiated Instruction) provided by the classroom teacher (these interventions are provided in the general education classroom to students and can be considered as Tier I or Tier II interventions):

Kindergarten & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Social

Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

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Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes,

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hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Tier II Interventions Supervised by Title I Coordinator and provided by the classroom teacher and/or paraprofessionals and the Intervention Specialists.

Kindergarten Interventions:

Provided by Title I Provided by paraprofessionals / Combination of in-class supports and pull out targeted math. Leveled Literacy Instruction, Word Study, Fountas & Pinnell vocabulary.

1st - 5th Grade Interventions:

Provided by Title I Interventionist & paraprofessionals / Combination of in-class supports and small group leveled literacy guided reading groups, Signs for Sounds, Weekly Running Records, Chart Songs, Literacy Logs. Targeted math interventions: manipulatives, Focus Math, Multiplication & Fast-Fact Charts.

Tier III Special Education Supports- provided by: the resource room teacher, cross-categorical classroom teacher, speech pathologist, and general education teachers.

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Math- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Science- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Social Studies- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

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

The school uses multiple assessments to determine the needs of students are being met. Tools being used include, F and P benchmark testing, NWEA, classroom assessments and observations. Evaluation of the programs and activities will be evaluated during the school year through analysis and at the end of the school year through benchmark testing, pre and post testing and perception data.

Through our PLC time and through the review of our Rtl team, we will closely monitor and review student achievement data. We have available to us Fountas and Pinnell benchmark data, NWEA data, and by fall of this coming year, we should also have our first MStep data. Additionally, we are able to utilize Math Expressions- Think Central data and MC3 Assessment data.

Tier II interventions take place simultaneously in the classroom, provided by the classroom teacher, and through the structured Title program. Most students are chosen for inclusion in the program in a timely manner (starting on the second day of school and throughout the first two weeks of the school year) using a universal screening process. A leveled literacy program is provided for all students who do not pass the benchmark reading assessments.

Students who are identified are given additional in class support for Mathematics. Those who continue to struggle with these in-class concepts, then receive small group support through focus math grade level intervention.

Students individual needs are addressed through differentiated instruction by their classroom teacher in the following ways:

Tier 2 Feedback Interventions In the Classroom (Differentiated Instruction)**Kindergarten & Young Fives:**

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Social

Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

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Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

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Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Self-Contained Special Education Classroom:

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Math- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Science- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Social Studies- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Tier 2 Interventions Supervised by Title I Coordinator:

Kindergarten Interventions:

Provided by Title I Provided by paraprofessionals / Combination of in-class supports and pull out targeted math. Leveled Literacy Instruction, Word Study, Fountas & Pinnell vocabulary.

1st - 5th Grade Interventions:

Provided by Title I Interventionist & para-professionals / Combination of in-class supports and small group leveled literacy guided reading groups, Signs for Sounds, Weekly Running Records, Chart Songs, Literacy Logs. Targeted math interventions: manipulatives, Focus Math, Multiplication & Fast-Fact Charts.

We have seen success within our methodologies. For example, in the Leveled Literacy Intervention program Hattie's effect size model was used to calculate an outcome of a 1.0 effect size for the group. (High effect size greater than .6)

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have a very low teacher turnover rate and our teaching staff has been very stable. Our newest teacher was hired two years ago and also completed her student teaching placement at Weiss Elementary School. Most of the staff has been in place for over five years. We have retained all of our teachers but one. Unfortunately, due to student numbers, we reduced a classroom section. Weiss has twenty (20) teachers and only one (1) is at probationary status. Of the (20) teachers (5) are support staff helping to support and enrich the diverse needs of our students.

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

At the end of the 2014-15 school year, all but one of our teachers is tenured. The average level of experience is 10-12 years of teaching experience. As was stated earlier, most of our teachers have advanced degrees.

8 teachers have been teaching for 4-8 years

10 teachers have been teaching for 9-15 years

2 teachers have been teaching for over 15 years

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

Our PBIS program, RtI program, and PLC program continue to draw our teaching staff in. As a building our climate of shared leadership and mutual respect help us to work together to provide an exemplary learning community.

Weiss also retains its teachers through a common belief system that we are here for our students. Our school is a Green School with an Emerald designation. We engage in programs that help the community through canned food drives and giving programs for students and families in need. Our teachers and students have been part of beach clean-ups, DNR salmon release program, and a robotics program. We were instrumental in getting our STEM Fair off the ground. Our sense of community and love of learning help our building culture to grow and our teaching staff to want to be here.

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

Our district uses the applitrack online tool through RESA to draw a wide range of applicants when we have openings. We have also attended job fairs. Candidates are selected and interviewed through a panel process that includes, teachers, principals, parents and central office administration. The committee recommends to the Superintendent and once approved completes all mandatory hiring processes and then is brought to the Board level.

Our district continues to attract teachers because of our strong sense of community, excellent facilities, technology (smartboards, elmos, laptops, chrome books, ipads, etc), and positive climate.

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?

Weiss does not have a high turnover rate for highly qualified teachers. Most changes in staffing have been due to decline in enrollment and attrition.

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.

Our staff has received professional learning opportunities for PLCs, Math Expressions, MC3, Guided Reading and Literacy development. During the 2014-15 school year, we have made significant modifications to our overall curriculum and are continuing to learn about the many new programs and procedures. We meet frequently to learn together and develop strategies and activities that help cement our learning.

Through the 2015-16 school year we will work with a number of consultants to hone our skills for implementing readers workshop, and expand on work already started with the Jan Richardson model of guided reading. Additionally, we will begin the process of learning and implementing data dialogues in our building. As a part of our ongoing PLC development these rich conversations and trainings will help us to work toward our vision of: All students will be school and life successful.

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

Our District plan is designed to provide "in time" learning for our staff. We meet in professional learning teams to address student achievement, best practices and in depth learning. In the 2014-15 school year, we have launched a new math series and teachers have met in grade levels and after school to review the components of the program and to stay focused on the scaffolding format of the materials. Additionally, we pre and post tests to check for content attainment. In this school year, we have also begun to plan and learn for our literacy plan development. Teachers have also been instructed on MC3 for social studies and are also pre and post testing in this area.

Teachers and support staff will continue to refine and develop their skills in these areas through our district plan and will support all of these efforts and others at the building level.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are provided ongoing opportunities to participate in school planning. In the fall of the year, they are invited to attend Title I Parent Meeting and our interventionist attends parent-teacher conferences to gather feedback from parents as well. They also are surveyed each year to gain input for the current and coming year. Our parent representatives are also invited to attend school improvement meetings. A celebration meeting is also held each spring in which parents are encouraged and asked to provide feedback.

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

Our parents are invited to participate fully in the implementation of the schoolwide plan. They are notified of activities within the school day and after school for increased student achievement. The parents also sign and re-visit the parent compact that outlines their roles in the education of their children.

Parents are contacted through classroom and school newsletters, email, facebook, and email and voice blasts.

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

Parents will be surveyed yearly to evaluate our school improvement process and that strategy will be continued when we move to schoolwide. Our school improvement team currently has 2 parent members who are updated and actively involved with our school improvement process.

School-wide we utilize a variety of communication avenues to involve our parents including: e-mail, one-one correspondence, social media, and phone calls.

Parent input is considered when making changes or updates to our plan. We are continuing to find innovative ways to actively involve and attract more parental involvement in our school improvement process.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

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

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School staff shares the information at open house, parent-teacher conferences, Title I meetings in the fall and spring, informational parent letters for content areas and assessments, report cards, etc.

Parents, staff, and the building administrator have developed the Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at Frank E. Weiss Elementary School in the ways listed below:

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress

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

- Open House (September)
- Parent/Teacher conferences (November)
- Title I Meeting (Fall)
- Science Fair Night- Discuss the scientific method and science fair projects with students and parents (March))

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement

(Staff will provide parents with appropriate materials and offer training upon request and throughout the year at our various events including Open House, Hands-on Science Center Night (STEM Fair), Parent/Teacher Conferences, as well as PTO Family Nights, in our school to enable them to support their child's academic progress. Some of the materials provided for parents/families throughout the year include:

- Informational letters about upcoming units of study in core subject areas
- Unit Study Guides
- Supplemental content learning games
- Online resources (supplemental websites, video tutorials, and online games)
- Report cards
- Progress Reports
- Standardized Test findings (NWEA, MEAP, F&P)
- Positive Behavior Intervention Support (PBIS) Check-in Check-out daily reports for behavioral support)

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school

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

- Building School Improvement Team with Parent Members Dialogue at regularly scheduled meetings (Fall, Winter, Spring.)
- At the monthly PTO meetings, a teacher representative from each grade level takes part in the after school meeting.
- Teachers provide supplemental resources to coordinate parent involvement including: online video tutorials, e-mail communication, Facebook communication, Remind 101, Sign-up Genius, etc.

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children

(Coordination with other programs for parent involvement includes:

- The Guidance Center- offers affordable and sometimes government assisted social services for children and adults that include lifeskills and training groups, aggression replacement training groups, academic assistance, mentoring and bullying prevention groups.
- RESA for our ELL students- resources that can be used for parents, teachers and students, which includes information regarding state and federal benchmarks, mandatory testing and resources that can be used by anyone working with the ELL population
- Special Education- a consortium with neighboring districts including Flat Rock, Woodhaven-Brownstown, Grosse Ile, and Huron. This program offers many opportunities for parents of students with disabilities to be more involved including:
 - o Panthers- our district nurse head a special activities group for kids with developmental disabilities and/or special needs in order to promote social skills in a safe non-competitive environment.
 - o Parents receive a copy of their due process rights and at every three year consultation they receive a thorough explanation of this report
 - o At an initial or three year IEP, parents receive a copy of their due process rights in addition to a list of services and special education programs and services available to them.
 - o A FAPE page (Free and Appropriate Public Education) is reviewed and discussed to make sure that their child's services are appropriate for them, a new copy is given to them annually.
 - o Special Education staff within our school building serves as advocates and consultants for families of students with special needs.
- Nursing staff/Health Department- on location services to help parents provide their child a safe and healthy learning environment, and vision and hearing screening.
- Medical Clerks- provide building support for parents of students under medical care by administering medication, monitoring blood sugar, treating minor injuries and illnesses, and providing school to home contact when necessary.)

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand

Information is shared with parents in a family friendly language that is easily accessible. Examples include:

- Written documents- translated as needed through RESA online service.
- Provide ongoing translation services for meetings when needed for language and hearing impaired.

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request

Parents are provided with other reasonable support such as:

- Accommodations will be made upon request and the appropriateness of request by the school or other community outreach organizations (i.e, The Guidance Center (therapeutic counseling/support group services) , Kiwanis Club (book donations, assistance in providing eyeglasses to students in need), nursing staff, Health Department, Special Education, etc.)
- Transportation and child care accommodations and/or at-home visits are handled on a case-by-case need

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

Staff provide opportunities for full parent participation:

- Provide information in a language that parents understand:
 - o Verbal communication including Tele-parent messages. (ongoing)
 - o Written documents translated through RESA online services
 - o Information and school reports provided in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

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- Provide bilingual translators for meetings.
- Provide technology resources as a means for communication i.e. Google Chrome laptops for translation.
- Provide handicap accessible facilities
- Provide materials in parent friendly language
- Provide accommodations for hearing impaired parents
- Provide transportation when needed
-

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

Our school staff will continue to survey parents and students annually utilizing the Advanc-Ed assist generated surveys. Our staff analyzes student achievement data to determine our level of effectiveness. These measures will also give us information on program improvement and revisions. Additionally, our program evaluation component of the plan will be used to communicate to parents our program quality.

Our school improvement team currently has 2 parent members who are updated and actively involved with our school improvement process.

School-wide we utilize a variety of communication avenues to involve our parents including: e-mail, one-one correspondence, social media, and phone calls.

Parent input is considered when making changes or updates to our plan. We are continuing to find innovative ways to actively involve and attract more parental involvement in our school improvement process.

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

Again, the results of our evaluation will be analyzed and areas where improvements are needed will be determined to improve our schoolwide program. Currently in our Leveled Literacy Intervention component of our Title I program, we have an effect size of 1.2. (with a .4 as being a worthwhile as the standard). This tells us that our students are making significant gains. We will be working with other content areas to develop measures that provide us with the same type of information for our other content areas.

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

The school-parent compact is a living document that has changed year to year. It originated as a requirement of Title I when the school district went to that model. Yearly, a group of multiple grade-leveled teachers and support staff are invited to participate on the school improvement team composed of the administrator and parent volunteers together we continue to modify this document.

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

Our parents and families are given a copy of the School-Parent Compact at the beginning of the school year. The Parent-School Compact is then reviewed again during parent-teacher conferences in the fall by the classroom teacher and parents. It is then signed as an acknowledgement of support for our parent involvement process.

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

Our building is a y5-5th grade building.

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

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

The school provides individual student academic assessment results in a language that the parents can understand including:verbal communication (which includes but is not limited to one-one correspondence and Tele-parent messages), written documents translated through RESA online services, information and school reports provided in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand. Additionally through Wayne RESA translators for meetings can be provided as well as technological resources as a means for communication i.e. Google Chrome laptops for translation.

Information is shared with parents in a family friendly language to avoid misinterpretation of "teacher jargon".

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?

Students in the GSRP program interact with students in the general school population on a limited basis. They have their own licensed playground and eat meals family style in their own classroom. They do, however, attend school-wide assemblies that are developmentally appropriate. The children are invited to take part in Family Nights and attend Champions before and after school programs with children in grades K-5. They also visit kindergarten classrooms in the spring to ease the transition into the general school population.

The Champions and GSRP Preschool Program coordinators attend our entire district-wide Early Childhood district meetings to coordinate their lessons with Kindergarten standards. Children in the early childhood program visit future teachers at the end of the school year. Our district also has a Kindergarten Parent Night toward the end of the school year for incoming children and their families.

We also hold a round-up each year in which students and their parents are encouraged to attend. Information is sent to our preschools in the areas, GSRP program and Head Start programs. Students meet with Kindergarten Teachers and support staff to engage in a creative activity, a tour of the school is provided, our transportation provides a bus ride, and our parents are invited to attend a meeting portion to explain programming and options within the school day.

We also provide individual building tours when requested.

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?

At the time of our roundup, parents are provided a synopsis of what is expected of parents and our teachers prepare packets of instructional materials for each of the children and their parents along with a summary of expectations. Many of these materials are also available online through our webpage as links for parents. Parents are also given a packet of activities to promote kindergarten readiness. We are looking into providing the same type of materials to parents through their local preschools.

Staff of the GSRP communicate with parents of preschoolers during conferences and when conducting home visits. They stress the importance of reading to their children, letter/sound recognition, writing of name, and fine motor activities.

Training for parents and/or preschool teachers:

The Champions Preschool Program Director and GSRP Preschool Program coordinators attend our district wide early childhood committee meetings to coordinate their lessons for Kindergarten readiness.

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?

Teachers have opportunity to provide feedback on academic assessments through professional learning communities(PLC), grade level meetings, curriculum content meetings, and school improvement meetings. For example, multiple teachers were trained in the summer on the Fountas and Pinnell benchmark assessment system. Then the train the trainer model was used to implement the system to the staff in the fall. This new assessment was used to help implement the guided reading programs. Last year a math committee was formed to review curriculum and teachers were involved in the process of choosing the math expressions program. Unit assessments pre and post scores are logged into a google drive and this data is used for on-going academic decisions.

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

Teachers have many opportunities to analyze data in our Professional Learning Communities and School Improvement Meetings for all students and Response to Intervention Meetings for identified students. Teachers are also expected to analyze classroom data through both formative and summative assessments at the classroom level.

Specific F & P benchmark data is reviewed by teachers, interventionists and RTI staff at the end of the first and second trimester. Students are then grouped for interventions within the classroom and pulled out for additional support if students fall below benchmarks. As far as the math component, pre and post unit scores are analyzed by teachers and support staff. This data is then used to provide additional in-class support with small groups and out of class small group support. Intervention staff and para-professionals work on an ongoing basis to support the classroom teachers. Also, bottom 30 data is looked at to help create intervention groups.

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

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

We pull our data from MEAP, NWEA, F & P, and other classroom data to target interventions to meet the needs of our students who have not achieved proficiency. We do this through our classroom teacher, interventionist, special education staff, administrator and all electronic programs and services available to us. We then target instruction through Tier I interventions at the classroom level, Tier II and Tier III interventions at the support levels.

English Language Arts

Reading

Grade Span: Young 5s-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level checkpoints have been established: November (B) January-March (C) May-June (D) and NWEA Normative Targets for Reading: September (142.5) January (151) May (157.7)

First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th Percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

Writing

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Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection: (What will the teacher do?)

Kindergarten:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergarteners are not assessed until January:. Scores below 10h percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8),

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January (172.4), May (179).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

Fifth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

Science

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

First Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fifth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

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Social Studies

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Third Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fifth Grade: Identification Criteria-Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

NOTE: Consider how students ENTER and EXIT the services. How frequently does the identification occur? If different by grade span, that should be explained by grade span.

Students are monitored every 4-8 weeks through the RtI process.

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

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. We address the needs of struggling students first through our Tier I and Tier 2 interventions at the classroom level and then through our Title I intervention program and other supports for Tier II and Tier III. We review our progress monitoring results through our RtI structure and analyze data through PLC discussions. Actions that could be taken and are

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incorporated into our School Improvement Plan to address these challenges are categorized by grade levels, by core subject area, and listed below:

English Language Arts

Reading

Grade Span: Young 5s-5th Grade

Kindergarten:

Identification Criteria: Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Exit Criteria: Fountas and Pinnell Reading Level checkpoints have been established: November (B) January-March (C) May-June (D) and NWEA Normative Targets for Reading: September (142.5) January (151) May (157.7)

First Grade:

Identification Criteria: F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade:

Identification Criteria: F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th Percentile.

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade:

Identification Criteria: F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile.

Interventions Provided: Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade:

Identification Criteria: F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA.

Interventions Provided: manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade:

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Identification Criteria: F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA.

Interventions Provided: ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

Writing

Grade Span: Kindergarten-5th Grade

Kindergarten: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Exit Criteria: When data supports students independent mastery of previously identified areas of weakness.

First Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Exit Criteria: When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Interventions Provided: Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction

Exit Criteria: When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.)

Interventions Provided: manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps

Exit Criteria: Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

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Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/markings period.)

Interventions Provided: modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Exit Criteria: Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Math

Grade Span:Kindergarten-5th Grade

Kindergarten:

Identification Criteria : Kindergarteners are not assessed until January:. Scores below 10h percentile NWEA and Focus Math pretest qualify for Title intervention.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade:

Identification Criteria: Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade:

Identification Criteria: NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions.

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade:

Identification Criteria: NWEA Bottom 10th Percentile and Focus Math Pretest.

Interventions Provided: Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction

Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade:

Identification Criteria: Below 10th percentile NWEA and FOCUS math screener.

Interventions Provided: manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps

Exit Criteria: Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

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Fifth Grade:

Identification Criteria: Below 10th percentile NWEA and FOCUS math screener.

Interventions Provided: ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Exit Criteria: Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

Science

Grade Span: Kindergarten-5th Grade

Kindergarten-

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

First Grade

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps

Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

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Fifth Grade-

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

Social Studies

Grade Span:Kindergarten-5th Grade

Kindergarten:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves.

Third Grade:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: manipulatives, technology (MC3 online supplemental resources, PBIskid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals,

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songs, movement, graphic organizers and thinking maps

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves.

Fifth Grade:

Identification Criteria: Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction.

Interventions Provided: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves.

Self-Contained Special Education Classroom Interventions, Modifications & Supports:

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Math- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Science- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Social Studies- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Tier 2 Interventions Supervised by Title I Coordinator:

Kindergarten Interventions:

Provided by Title I Provided by paraprofessionals / Combination of in-class supports and pull out targeted math. Leveled Literacy Instruction, Word Study, Fountas & Pinnell vocabulary.

1st - 5th Grade Interventions:

Provided by Title I Interventionist & para-professionals / Combination of in-class supports and small group leveled literacy guided reading groups, Signs for Sounds, Weekly Running Records, Chart Songs, Literacy Logs. Targeted math interventions: manipulatives, Focus Math, Multiplication & Fast-Fact Charts.

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

Our teachers use formative and summative assessments to provide specific interventions to students based on need. As a part of our PLCs,

we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

Tier I and II Feedback Interventions In the Classroom (Differentiated Instruction)

Kindergarten & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Social

Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

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Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

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Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Self-Contained Special Education Classroom:

Reading- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- Micro-teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

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.

We receive state special education monies through section 52 and district fund, with this funding we are able to provide a resource room teacher and a categorical CI classroom and in the end some supplies and resources for these rooms for specific needs of the children we also fund a special ed paraprofessional.

Currently we do not receive funding from 31A At-risk funds from the District but that could change as more students are identified for that category.

Through Title II funding we receive training for Guided Reading, MACUL, Writing with the Experts, Assessments (i.e. NWEA, RESA DNA, and Fountas and Pinnell)

Title I is our major source of supplemental funding for our educational programming. The funds allow us to have:

a highly qualified interventionist

highly qualified paraprofessionals

resources that support student learning.

We of course share in the per pupil funding allocations from the State as are allocated through our district. These funds supply us with the general resources afforded each of our District buildings.

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.

The school will use the resources from Title I and other avenues to support our School Improvement Plan and its goals. Our goals and objectives address the ten components and focus on student achievement in all content areas, student assessment, professional learning, and parental involvement.

For example:

Component 1: Comprehensive Needs Assessment- paid for by District Funds

Component 2: Schoolwide Reform Strategies- Title II funds

Component 3: Instruction by Highly Qualified Staff- General Funding and Title II

Component 4: Strategies to Attract Highly Qualified Teachers- General Funding/Title II

Component 5: High Quality and On-going Professional Development- General Funding/Title II

Component 6: Strategies to Increase Parent Involvement- General Funding/Title I

Component 7: Preschool Transition Strategies- General Funding

Component 8: Teacher Participation in Making Assessment Decisions- General Funding

Component 9: Timely and Additional Assistance to Student Having a Difficulty Mastering the Standards- General Funding/Title I & Special

Education Funding through Section 52

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.

Our building has participated in the PBIS program for the last 7 years. We also participate in the Free and Reduced Breakfast and Lunch program. We work through the Wayne Metro Bureau for students and their families who are in need of support due to homeless status. As was stated earlier, we also transition from GSRP and Head Start Programs in the area. Our social worker and psychologist also provide a list of agencies and private sources that address mental health needs.

Additionally, we are also able to direct families to other agencies in the area through information supplied through " the information center" at the informationcenter.info.

Evaluation:

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

Our school improvement team (which is made up of parents, administrator, and teachers) evaluates annually the implementation of the schoolwide program. In order to ensure schoolwide fidelity of implementation the following processes are in place: principals walk-throughs, surveys, coaching schedule, focus group interviews, collegial coaching, modeling lessons, program timeline, agenda/minutes from meetings, and training, including professional development logs.

The 2015-16 school year will be our first year as a "schoolwide" building. We will evaluate our program through analysis of student achievement, surveys (parent, staff and student). We will also be gaining information through our professional learning communities and the feedback forms that are an embedded information requirement.

Parent members of the school improvement team have been invited who have several children in and/or soon to be attending school and parents whose children receive support services. The meetings involving parents are scheduled after school to accommodate schedules. We hold several school improvement meetings after school hours that are specifically intended to update our parent team members on our school improvement process. All parents are encouraged to be active members in our school and community processes. Parents and students are encouraged and expected to attend open house and conferences. We conduct parent, student and staff surveys. The surveys are used to improve our learning community.

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.

We will use our MStep, NWEA, F&P, other formative and summative assessments to determine student gains. We have a practice of using pre and post data and that will continue as we move from targeted assistance status to schoolwide. In our professional learning communities, we collaborate with our grade level teams to analyze student data on local assessments.

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

We utilize a variety of tools to determine program effectiveness. We certainly use effect size data. We also use survey and perception data. We then analyze the data mentioned and make program changes accordingly. In our professional learning communities, we look out our bottom 30 data to evaluate whether students are making gains. We also use whole-group effect size, based on Hattie's work, (Visible Learning for Teachers, 2008) and information from Riding the Title Wave (Wayne RESA training, 2014) during our professional learning communities.

Specifically, this year one way that we have measured the success of the program's impact on the students was using the program evaluation tool to determine the effect size of the LLI Leveled Literacy Program with the results of a (1.03 effect size). The students who were not in the program (only regular guided reading) had an effect size of (.36).

The role of the parents in the LLI program includes daily monitoring of student reading with a required reading log. Results are communicated to parents through progress reports, NWEA data results, F&P benchmark assessment data, MiStar Online gradebook as well as telephone or face to face communication. We also have an end of the year reading celebration.

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?

In order to revise the plan our school improvement team (comprised of teachers, administrator and parents) meets throughout the year to make necessary changes based on the evaluation, to ensure continuous improvement of students in the schoolwide program. Since this will be our first year as a schoolwide program, we will use the tools mentioned in the prior question to assess need. We will then adjust as an entire staff through professional learning communities, RTI, and school improvement to ensure our vision of "All Students will be school and life successful."

Weiss Goals Plan 2015-18

Overview

Plan Name

Weiss Goals Plan 2015-18

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 Weiss Elementary School will meet or exceed State standards in Social Studies.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
2	All students at Weiss Elementary School will meet or exceed State standards in Reading.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$193000
3	All students at Weiss Elementary School will meet or exceed State standards in Mathematics.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$191200
4	All students at Weiss Elementary School will meet or exceed state standards in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000
5	Teaching staff at Weiss Elementary School will use PLC development to foster a highly effective learning environment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9000
6	All students at Weiss Elementary School will meet or exceed State standards in Writing.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$7000

Goal 1: All students at Weiss Elementary School will meet or exceed State standards in Social Studies.

Measurable Objective 1:

100% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on MEAP and on District Assessments in Social Studies by 06/05/2018 as measured by increased proficiency on district assessments by 75% or higher and increased proficiency on the MEAP by 2% by the end of the 2017-2018 school year..

(shared) Strategy 1:

Informational Text Comprehension and Educational Vocabulary - Staff will instruct students using research based strategies to increase informational text comprehension. These include: anticipatory guides, directed reading activities, guided reading, predicting and connecting prior knowledge, graphic organizers, charts and technology (web resources, smartboard activities, elmos, video streaming, audiotexts, etc.

Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension.

Research Cited: Adler, C.R. (2004) Seven Strategies to Teach Students Text Comprehension. Reading Rockets.
Comprehension strategies for the Middle Grade Learners; a Handbook for the Content Area Teachers (2010)
Marzano, R and Pickering, D. (2005) Building Academic Vocabulary. ASCD. Virginia.
Best Practice Third Edition, Zemelman, Daniels & Hyde (2005)
Tier: Tier 1

Activity - Informational Text Comprehension and Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.
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Activity - Social Studies Text, Leveled Readers and Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	K-5 Teachers and support staff (Title I and Special Education). Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.

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Measurable Objective 2:

60% of All Students will demonstrate a proficiency on the state proficiency targets in Social Studies by 06/15/2018 as measured by on state assessments that are designated by MDE.

(shared) Strategy 1:

Informational Text Comprehension and Educational Vocabulary - Staff will instruct students using research based strategies to increase informational text comprehension. These include: anticipatory guides, directed reading activities, guided reading, predicting and connecting prior knowledge, graphic organizers, charts and technology (web resources, smartboard activities, elmos, video streaming, audiotexts, etc.

Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension.

Research Cited: Adler, C.R. (2004) Seven Strategies to Teach Students Text Comprehension. Reading Rockets.

Comprehension strategies for the Middle Grade Learners; a Handbook for the Content Area Teachers (2010)

Marzano, R and Pickering, D. (2005) Building Academic Vocabulary. ASCD. Virginia.

Best Practice Third Edition, Zemelman, Daniels & Hyde (2005)

Tier: Tier 1

Activity - Informational Text Comprehension and Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.

School Improvement Plan

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Activity - Social Studies Text, Leveled Readers and Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	K-5 Teachers and support staff (Title I and Special Education). Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.

Goal 2: All students at Weiss Elementary School will meet or exceed State standards in Reading.

Measurable Objective 1:

79% of All Students will demonstrate a proficiency on the State proficiency targets in Reading by 06/15/2018 as measured by the State assessments that are designated by MDE.

(shared) Strategy 1:

Reading Intervention Strategies - The Reading Teachers will implement effective, research based strategies such as, guided reading, running records, words their way, MAISA units, and reading recovery strategies such as Elkonin boxes, chunking the words, writing about reading as well as word work activities to provide instruction for students to improve the reading process.

Research Cited: Marzanon, R.J., Pickering, D.J., & (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum

Development, Alexandria, VA.

LaShomb, Jason Matthew, "The Effects of the Daily Five, Developed by Gail Boushey & Joan Moser, on Classroom Literacy Instruction" (2011). Education and Human Development Master's Theses. Paper 151.

Allington, Richard, 2000. What Really Matters for Struggling Readers. New York:

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Allyn and Bacon.

American College testing Program. 2004. Most High School Grads Not Ready for College or Work. www.act.org/news/releases/2004/10-14-04.html.

Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkonson.

1985. Becoming a Nation of Readers: The Report of the Commission on Reading.

1986. Washington, DC: National Institute of Education.

Crafton, Linda. 1996. Standards in Practice, K-2. Urbana, IL: National Council of Teachers of English.

Daniels, Harvey, and Steven Zemelman. 2004. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann.

Duke, Nell, and P. David Pearson. 2002. Effective Practices for Developing Reading Comprehension. In Farstrup, Alan E., and S. Jay Samuels, eds. What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Farstrup, Alan E., and S. Jay Samuels, eds. 2002. What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Fountas, Irene, and Gay Su Pinnell. 1996. Guided Reading: Good First Reading for All Children. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Guided Reading Groups and Reading Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades young-5's through 5th grade have implemented a Guided Reading structure in their classrooms based on the best practices through Jan Richardson. Teachers in each of our Young 5's-5th grade classrooms (group) level students based on reading ability into flexible/fluid groupings for reading instruction and literature circles. All staff is ready to implement the strategy through their guided reading grade-level training. The plan for implementation is to create specific lesson plans for each guided reading group according to levels. Activities in Reading will be monitored through lesson plans, running records, Fountas and Pinnell Benchmark Assessments, walk-throughs, and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/15/2018	\$3000	Title II Part A	Principal, Classroom Teachers, and Support Staff

Activity - Leveled Literacy Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students will work with our school Interventionist and paraprofessionals to develop reading skills through the LLI Program. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/15/2018	\$190000	Title I Part A	Title I staff including interventionist, paraprofessionals and classroom teachers.
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Measurable Objective 2:

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the State proficiency targets in Reading by 06/15/2018 as measured by using the State assessment designated by MDE.

(shared) Strategy 1:

Reading Intervention Strategies - The Reading Teachers will implement effective, research based strategies such as, guided reading, running records, words their way, MAISA units, and reading recovery strategies such as Elkonin boxes, chunking the words, writing about reading as well as word work activities to provide instruction for students to improve the reading process.

Research Cited: Marzanon, R.J., Pickering, D.J., & (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum

Development, Alexandria, VA.

LaShomb, Jason Matthew, "The Effects of the Daily Five, Developed by Gail Boushey & Joan Moser, on Classroom Literacy Instruction" (2011). Education and Human Development Master's Theses. Paper 151.

Allington, Richard, 2000. What Really Matters for Struggling Readers. New York:

Allyn and Bacon.

American College testing Program. 2004. Most High School Grads Not Ready for College or Work. www.act.org/news/releases/2004/10-14-04.html.

Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkonson.

1985. Becoming a Nation of Readers: The Report of the Commission on Reading.

1986. Washington, DC: National Institute of Education.

Crafton, Linda. 1996. Standards in Practice, K-2. Urbana, IL: National Council of Teachers of English.

Daniels, Harvey, and Steven Zemelman. 2004. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann.

Duke, Nell, and P. David Pearson. 2002. Effective Practices for Developing Reading Comprehension. In Farstrup, Alan E., and S. Jay Samuels, eds. What Research

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Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Farstrup, Alan E., and S. Jay Samuels, eds. 2002. What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Fountas, Irene, and Gay Su Pinnell. 1996. Guided Reading: Good First Reading for All Children. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Guided Reading Groups and Reading Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades young-5's through 5th grade have implemented a Guided Reading structure in their classrooms based on the best practices through Jan Richardson. Teachers in each of our Young 5's-5th grade classrooms (group) level students based on reading ability into flexible/fluid groupings for reading instruction and literature circles. All staff is ready to implement the strategy through their guided reading grade-level training. The plan for implementation is to create specific lesson plans for each guided reading group according to levels. Activities in Reading will be monitored through lesson plans, running records, Fountas and Pinnell Benchmark Assessments, walk-throughs, and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/15/2018	\$3000	Title II Part A	Principal, Classroom Teachers, and Support Staff

Activity - Leveled Literacy Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will work with our school Interventionist and paraprofessionals to develop reading skills through the LLI Program. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/15/2018	\$190000	Title I Part A	Title I staff including interventionist, paraprofessionals and classroom teachers.

Goal 3: All students at Weiss Elementary School will meet or exceed State standards in Mathematics.

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Measurable Objective 1:

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency M-Step, NWEA , and classroom assessments. in Mathematics by 06/08/2018 as measured by student achievement on the M-Step NWEA and on classroom assessments..

(shared) Strategy 1:

Increase Math Application Skills - Our K-5 math teachers will utilize the math expressions curriculum with fidelity to increase math application skills.

Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instrucion on at Risk Students' Math problem Solving: Are Two Teirds of Prevention Better Than One. Journal of Educational Psychology, 491 - 509.

Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). Teaching Number in the Classroom with 4-8 year-olds. Los Angeles: Sage.

Tier: Tier 1

Activity - Mathematic Expressions Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	No Funding Required	Teachers K-5, Resource Room Teachers and Title I Intervention ist and Paraprofes sional. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.

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

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<p>This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills.</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$191200	Title I Part A, Title I Part A	Title One Interventionist and Title I Para-professionals Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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Measurable Objective 2:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the State proficiency targets in Mathematics by 06/15/2018 as measured by the State assessments that are designated by MDE.

(shared) Strategy 1:

Increase Math Application Skills - Our K-5 math teachers will utilize the math expressions curriculum with fidelity to increase math application skills.

Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instruction on at Risk Students' Math problem Solving: Are Two Teirds of Prevention Better Than One. Journal of Educational Psychology, 491 - 509.

Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). Teaching Number in the Classroom with 4-8 year-olds. Los Angeles: Sage.

Tier: Tier 1

Activity - Mathematic Expressions Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	No Funding Required	Teachers K-5, Resource Room Teachers and Title I Intervention ist and Paraprofes sional. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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Activity - Focus Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$191200	Title I Part A, Title I Part A	Title One Intervention ist and Title I Para-professiona ls Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.

Goal 4: All students at Weiss Elementary School will meet or exceed state standards in Science.**Measurable Objective 1:**

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53% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state proficiency targets in Science by 06/15/2018 as measured by using the state assessment designated by the MDE.

Strategy 1:

Research Based Science Instruction - Staff will instruct students using research based strategies (inquiry, hands on activities, small group experiments, technology, etc.).

Research Cited: Marzano, R and Pickering, D (2005) Building Academic Vocabulary. ASCD. Virginia.

Tomlinson, C. (1999) The Differentiated Classroom Responding to the Needs of All Learners. ASCD. VA.

Winokur, J., Worth, K., and Heller-Winokur, M (2009) Connecting Science and Literacy Through Talk. Science and Children, 47 (3), 46-49. Retrieved January 26, 2010, from Research Library.

Gillies, R. M., Nichols, K., Burgh, G., & Haynes, M. (2014). Primary students' scientific reasoning and discourse during cooperative inquiry-based science activities. International Journal of Educational Research, 63, 127-140.

Marulcu, I., & Barnett, M. (2013). Fifth Graders' Learning About Simple Machines Through Engineering Design-Based Instruction Using LEGO™ Materials. Research in Science Education, 43(5), 1825-1850.

Tier: Tier 1

Activity - Inquiry Based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students using the inquiry method imbedded in our Macmillan/McGraw Hill Science Series. Students will engage in small group laboratory experiments providing opportunities for oral and written communication. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	05/01/2014	06/15/2018	\$0	No Funding Required	K-5 Teachers and Support Teaching Staff (Title I Interventionist and Special Education Staff.) Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.

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Activity - Lego Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in upper elementary grades will engage in Lego MINDSTORMS Education. This kinesthetic activity utilizes technology for students. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Technology	Tier 1	Monitor	05/01/2014	06/15/2018	\$10000	General Fund	Selected classroom teachers K-5 and Technology support personnel. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.

Goal 5: Teaching staff at Weiss Elementary School will use PLC development to foster a highly effective learning environment.

Measurable Objective 1:

collaborate to develop teacher teams in order to raise and maintain student achievement by 06/15/2018 as measured by evidence of student achievement based on outcomes of quality formative assessment.

Strategy 1:

Building and Revitalizing Professional Learning Communities - Staff will be trained in effective collaboration strategies, developing and utilizing quality formative assessments, and analyzing student work to drive instructional effectiveness and quality learning.

Research Cited: Wells, C. M., & Feun, L. (2013). Educational change and professional learning communities: A study of two districts. Journal of Educational Change, 14(2), 233-257.

Grant, L., & Stronge, J. (2013). Student achievement goal setting: Using data to improve teaching and learning. Routledge.

Tier: Tier 1

School Improvement Plan

Frank E. Weiss Elem. School

Activity - Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from formative assessments to address individual instructional needs and drive instructional planning in the PLC. Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$3000	Title I Schoolwide	all school staff Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.

Activity - Common Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All school staff will meet in PLCs to develop common learning targets based on the Common Core State Standards, which will be utilized to create formative and summative assessments as well as guide classroom instruction. Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$6000	Title II Part A	all school staff Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.

Goal 6: All students at Weiss Elementary School will meet or exceed State standards in Writing.

Measurable Objective 1:

71% of All Students will demonstrate a proficiency on the State proficiency targets in Writing by 06/15/2018 as measured by the State assessments that are designated by MDE..

(shared) Strategy 1:

Writing Intervention Strategy - The Weiss Staff will implement effective research based writing strategies to provide instruction to better engage students and increase student achievement.

Research Cited: Calkins, Lucy McCormick. 1994. The Art of Teaching Writing (Second Edition),

SY 2015-2016

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School Improvement Plan

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Portsmouth, NH: Heinemann.

Crafton, Linda. 1996. Standards in Practice, K-2. Urbana, IL: National Council of Teachers of English.

Hillocks, George. 1986. Research on Written Composition: New Directions for Teaching. Urbana, IL: National Council of Teachers of English.

International Reading Association and National Council of Teachers of English. 1996.

Standards for the English Language Arts. Urbana, IL, and Newark, DE:

International Reading Association and National Council of Teachers of English.

Sierra-Perry, Martha. 1996. Standards in Practice: Grades 3-5. Urbana, IL: National Council of Teachers of English.

Wilhelm, Jeffrey D. 1996. Standards in Practice, 6-8. Urbana, IL: National Council of Teachers of English.

Tier: Tier 1

Activity - Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans. Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Title II Part A	Classroom teachers and support staff Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.

Activity - Writing With the Experts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will utilize the Writing With the Experts model to teach writing using mentor texts. A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices. Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Title II Part A	Classroom Teachers and Support Staff Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.
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Measurable Objective 2:

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency annually on the State proficiency targets in Writing by 06/15/2018 as measured by by State identified assessments as directed by MDE.

(shared) Strategy 1:

Writing Intervention Strategy - The Weiss Staff will implement effective research based writing strategies to provide instruction to better engage students and increase student achievement.

Research Cited: Calkins, Lucy McCormick. 1994. The Art of Teaching Writing (Second Edition),
Portsmouth, NH: Heinemann.

Crafton, Linda. 1996. Standards in Practice, K-2. Urbana, IL: National Council of Teachers of English.

Hillocks, George. 1986. Research on Written Composition: New Directions for Teaching. Urbana, IL: National Council of Teachers of English.

International Reading Association and National Council of Teachers of English. 1996.

Standards for the English Language Arts. Urbana, IL, and Newark, DE:

International Reading Association and National Council of Teachers of English.

Sierra-Perry, Martha. 1996. Standards in Practice: Grades 3-5. Urbana, IL: National Council of Teachers of English.

Wilhelm, Jeffrey D. 1996. Standards in Practice, 6-8. Urbana, IL: National Council of Teachers of English.

Tier: Tier 1

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Activity - Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Title II Part A	<p>Classroom teachers and support staff</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>

Activity - Writing With the Experts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize the Writing With the Experts model to teach writing using mentor texts.</p> <p>A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Title II Part A	<p>Classroom Teachers and Support Staff</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Tracking	Teachers will analyze data from formative assessments to address individual instructional needs and drive instructional planning in the PLC. Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$3000	all school staff Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading Groups and Reading Workshops	Teachers in grades young-5's through 5th grade have implemented a Guided Reading structure in their classrooms based on the best practices through Jan Richardson. Teachers in each of our Young 5's-5th grade classrooms (group) level students based on reading ability into flexible/fluid groupings for reading instruction and literature circles. All staff is ready to implement the strategy through their guided reading grade-level training. The plan for implementation is to create specific lesson plans for each guided reading group according to levels. Activities in Reading will be monitored through lesson plans, running records, Fountas and Pinnell Benchmark Assessments, walk-throughs, and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/15/2018	\$3000	Principal, Classroom Teachers, and Support Staff

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Common Learning Targets	All school staff will meet in PLCs to develop common learning targets based on the Common Core State Standards, which will be utilized to create formative and summative assessments as well as guide classroom instruction. Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$6000	all school staff Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.
Writing With the Experts	Teachers will utilize the Writing With the Experts model to teach writing using mentor texts. A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices. Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Classroom Teachers and Support Staff Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.
Writers' Workshop	Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans. Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Classroom teachers and support staff Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lego Education	Students in upper elementary grades will engage in Lego MINDSTORMS Education. This kinesthetic activity utilizes technology for students. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Technology	Tier 1	Monitor	05/01/2014	06/15/2018	\$10000	Selected classroom teachers K-5 and Technology support personnel. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus Math Intervention	This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$1200	Title One Interventionist and Title I Paraprofessionals Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.

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Leveled Literacy Intervention Program	Identified students will work with our school Interventionist and paraprofessionals to develop reading skills through the LLI Program. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/15/2018	\$190000	Title I staff including interventionist, paraprofessionals and classroom teachers.
Focus Math Intervention	This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$190000	Title One Interventionist and Title I Paraprofessionals Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Text, Leveled Readers and Trade Books	Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	K-5 Teachers and support staff (Title I and Special Education). Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.

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Inquiry Based Science Instruction	Teachers will instruct students using the inquiry method imbedded in our Macmillan/McGraw Hill Science Series. Students will engage in small group laboratory experiments providing opportunities for oral and written communication. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	05/01/2014	06/15/2018	\$0	K-5 Teachers and Support Teaching Staff (Title I Interventionist and Special Education Staff.) Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.
Informational Text Comprehension and Vocabulary	Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.

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Mathematic Expressions Implementation	The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	Teachers K-5, Resource Room Teachers and Title I Intervention ist and Paraprofes sional. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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