



School Improvement Plan

Kaiser Elementary School

Roseville Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school improvement team is comprised of teachers, administrators, and parents. Key stakeholders' opinions were generated through opinion surveys from parents, students, teachers, and administration. Data was collected on state and local assessments tools as well as classroom authentic assessment. Committees reviewed the data to prioritize needs.

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?

Kaiser Elementary has approximately 80% of the student population is below poverty level. It is not surprising that staff and parents indicated a need for more student support services in our stakeholder survey given this demographic information. Students indicated that they like school and have teachers and resources to support them. In general, parents indicated that we have qualified staff that is here to support there students. In review of state assessment data from 2016-2017 students performed below average among peers within the district and below the state and county average in reading, math, science and social studies in all grade levels. The majority of Students with Disabilities scored partially or not proficient in all content areas. Economically Disadvantaged students in 3rd grade outperformed their peers in math and reading.

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.

Our school goals directly correlate with our priority needs and our needs assessment. We have goals in reading, math, science, social studies, and writing. Types of data that were analyzed to select the goals include M-STEP, MAP, Reading Mastery/Corrective Reading, Connecting Math Concepts, MobyMax, surveys (student, staff, and parent), classroom formative and summative assessments and teacher walkthroughs/observations.

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

The goals and strategies selected for this plan address the whole school needs in reading, math, writing, science, social studies and culture (behavior). At-risk student needs are addressed in tier 2 and tier 3 activities dependent upon deficits noted during the child study process.

Component 2: Schoolwide Reform Strategies

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

All strategies chosen for this plan are aimed at improving student achievement on state standardized testing and student mastery of Common Core State Standards initiatives. Classroom Instruction that Works is a research based model that is being adopted district wide. Professional development was started for implementation in the 2014-15 school year and will continue. Key components of the model will be incorporated into our ELA, Math, Science and Social Studies goals in effort to implement these best practices in all classrooms. Direct Instruction methodologies will be found in our core instruction for reading and mathematics in all grades.

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).

Common Core State Standards lessons developed with the Macomb Intermediate School District as well as Reading Mastery Core reading and Connecting Math Concepts initiatives are being used to increase whole school achievement levels. Reading and Mathematics initiatives are being used as tier 2 support for students needing additional help. CITW best practices will be part of the teacher's daily lessons and evidence will be expected to be a part of the evaluation process. Walkthrough visits to classrooms will insure fidelity and provide opportunity for professional growth which will increase the quality of instruction.

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

Through our review of the data (surveys, assessments, curriculum) we discovered a need to refine our instructional delivery model, curriculum alignment, use of technology, and support for underachievers. Plans to implement benchmark assessments to align instruction with area of need, best practice teaching methodologies, and curriculum alignment initiatives will address our data analysis discoveries.

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.

Through our reading program those students needing additional support are offered a session of Corrective Reading 5 days per week. Students who scored in the bottom 30% on MAP test and just below proficiency levels on the M-STEP were invited to participate in an after school program. Our fall program included students in 1st and 2nd grade to work on reading skills. Our spring program included grades 3-5 and web based activities using a student's RIT score on MAP testing as a baseline were used.

The district offers an extended year program to all students to continue reading and math instruction throughout the summer.

Special education programs and support (Cognitively Impaired and Teacher Consultants) are geared towards the students needing the most instructional support.

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

Kaiser Elementary determines if the needs of students are being met by continually analyzing data from MAP, MobyMax, Reading Mastery/Corrective Reading, Connecting Math Concepts, formative/summative classroom assessments, and teacher walkthroughs/observations.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher attrition is solely the result of reductions due to declining enrollment and increases in class size as a result of cuts to the per pupil state aid fund. Additionally, auxiliary staff are assigned to the building through central office placement decisions.

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

30.8% of the staff members have been at Kaiser more than 10 years.

30.8% have been at Kaiser for one year

23.1 have been at Kaiser for at least 5 years.

15.4% have been at Kaiser at least 1 year but less than 3 years

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

All teachers are carefully selected by district administrators and receive their building assignments based on criteria determined by central office administration. Kaiser Elementary has a history of retaining a staff of dedicated professionals who are committed to facilitating the achievement of all students.

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

All teachers are carefully selected by district administrators and receive their building assignments based on criteria determined by central office.

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?

Kaiser Elementary has a long history of maintaining its staff. Teacher attrition and grade level assignment has fluctuated in the past three years due to declining enrollment, increase class size, and transient student population

Component 5: High Quality and Ongoing Professional Development

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

Professional development is offered on district professional development days and supported through the Macomb Intermediate School District (MISD). Professional development is selected based on district and school improvement goals. The following professional development activities are aligned with our Comprehensive Needs Assessment and support student achievement:

- Classroom Instruction that Works
- Reading Mastery
- Corrective Reading
- Everyday Math
- MAISA Writing Units
- Engaging Students with Poverty in Mind

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

All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement action plan and Common Core State Standards. Much of this professional development is offered on district professional development days, supported through the Macomb Intermediate School District (MISD). Professional development is enhanced by having educational professionals share their knowledge at the building level. This new knowledge is discussed and shared during teacher collaboration days and applied in the classroom.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The Professional Learning Plan will be available in the district's Curriculum Office.	

Component 6: Strategies to Increase Parental Involvement

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

Kaiser Elementary provides a number of opportunities for parent involvement with Title 1 activities. Some of the strategies incorporated include inviting parents to actively participate in academic assemblies, programs and committees throughout the year. Additionally, we invite parents to assist us in planning and implementing school fund raisers and community outreach events. Events included parent volunteers in classrooms working with students, Field Day, M-STEP Info, Classroom Read-In, PTO functions, Book Fair, Library Assistance, Fire/Police Department visits, and Special Olympics.

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

Parents are surveyed at each parent event as well as a broad survey of parent satisfaction with the school. Discussions are held at monthly parent meetings regarding the implemented programs. Feedback is used to determine viability and continuance of programs.

Kaiser's after school program was implemented to target at-risk students in reading. Students were encouraged to on line curriculum interventions at home. Additionally, the school day and year has been extended to provide additional hours of remediation and instruction. District and building level meetings and surveys are used to collect feedback on all programs. this data was used to guide program implementation decisions.

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

Staff will examine participation rates and survey data to make recommendations for program success and continuation as well as to create additional opportunities. Information will be shared with parents at PTO meetings. A School/Parent/Student Compact is signed by stakeholders and tips for parents are included in monthly newsletters.

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	Patton Elementary staff and parents have adopted the Roseville Community School Parent Involvement Policy LEBA. This policy was developed jointly with, distributed to and agreed upon by Title I Parents. Our Patton Policy was developed and adopted jointly with staff and Patton parents. It addresses how the school carries out the required activities, such as those described in section 1118 of the ESEA.	

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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Kaiser Elementary School carries out the activities as outlined in ESEA Section 1118 (e) 1-5, 14 and (f) by:

-Providing parents with periodic updates on their child's academic progress through progress reports, report cards, MAP Assessment results, and parent-teacher conferences. -Providing parents with assistance in understanding state academic standards during curriculum night. Parents are given expectations for 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 Kaiser Elementary staff and parents have adopted the Roseville Community School Parent Involvement Policy LEBA. This policy was developed jointly with, distributed to and agreed upon by Title I Parents. Our Patton Policy was developed and adopted jointly with staff and Patton parents. It addresses how the school carries out the required activities, such as those described in section 1118 of the ESEA. Parent Involvement Policy Title I Schoolwide Diagnostic Kaiser Elem. School

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each grade level especially prepared for them.

-Providing materials (i.e. extra text books, leveled materials, basic school supplies), suggestions, and/or training (i.e. reading, math and parenting workshops) to parents to help them promote and improve the academic success of their child at home.

-Holding parent involvement events at a time convenient for parents and offer a flexible number of additional parent involvement meetings, such as in the morning, afternoon or evening, so that as many parents as possible are able to attend.

-Collaborating with the MISD to provide professional development for building ties between parents and the school, especially for economically disadvantaged families.

-Coordinating with other resources and services such as Great Start Readiness Program, Michigan School Readiness, and Child Advocacy.

-Conducting conferences twice a year. Teachers will contact any parent who was unable to attend their scheduled conference time.

Teachers are flexible in scheduling alternative conference times and conducting telephone conferences. Parent/teacher communication will be presented in a format and language that parents can understand. Translators will be available from the MISD in several languages including, but not limited to, Spanish, Albanian, Serbian and Arabic.

-Accommodating parents with disabilities by including special education staff to answer questions and provide support during any type of parent/teacher communication.

-Jointly developing with parents a Student/Parent/Teacher Compact, which outlines that student achievement is a shared responsibility of students, parents and school. This is distributed to parents during the fall parent teacher conferences.

-Facilitating volunteer participation of parents in school activities.

-Informing parents of ways in which they can become involved in their child's education.

-Including parents as members on the District Title I School Improvement Team.

-Conducting an annual meeting and survey to evaluate the effectiveness of the Title I program. Parents and teachers will collaborate to use the results for improving the program the following year.

-Informing parents of their right to know the qualifications of their child's classroom teacher.

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

Staff will examine participation rates and survey data to make recommendations for program success and continuation as well as to create additional opportunities.

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

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Teachers all reviewed disaggregated survey data at a building SIP meeting. Data from the surveys was used to create our plan for the 2016-17 school year.

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

District level meetings were held with teachers, administrators, and parents. Language was distributed to all buildings. Each year the compact is revisited. Parts of the compact and tips are included in monthly newsletters, "Compact Corner."

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

Teachers review contents of the compact as part of the parent teacher conference process. Parts are also included in the newsletter monthly, "Compact Corner."

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

N/A

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

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

Parent-teacher conferences are conducted on a one on one basis biannually. Language used is parent friendly, Information is presented in a manner by using data, graphs, and charts giving a visual representation of student success. Bi-lingual interpreter services are available as needed.

Component 7: Preschool Transition Strategies

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

Kindergarten enrollment begins in February of the previous school year. Parents are invited to bring their child for an evening of activities and registration. Several other opportunities for parents and students to come to the school are offered between the enrollment and actual start of the kindergarten year. These activities are designed to make students and parents more familiar and comfortable with the school.

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?

District Preschool Programs include GSRP (Great Start Readiness Program), ECSE (Early Childhood Special Education), and a tuition based preschool. The district website includes a link to parent resources for all age levels including preschoolers. All Early Childhood teachers and preschool parents have been given copies of Kindergarten Target Goals during Preschool Information and Registration Night. Also, the school provides parents activities and materials, to prepare their child for kindergarten, at the Kindergarten Information Night. Preschool parents and students are afforded the opportunity to tour the schools where their child may be attending.

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 participate in making assessment decision in a variety of ways. These include desegregation of state test achievement data, grade level meetings, professional development meetings, identification of grade level/individual strengths and weaknesses, and modification of instruction. All teachers rely on both standardized (M-STEP) and local (MAP) assessments to measure student achievement either annually (M-STEP) or per trimester (NWEA MAP). These results are analyzed and used to determine critical areas of deficit that are subsequently addressed in instruction. Additionally, data results are analyzed for information regarding subgroups that may require special attention in specific curriculum areas.

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

All teachers participate in the development of a school improvement plan which outlines research-based strategies and activities used to facilitate student improvement across identified curriculum areas where skills are significantly weak. This plan is monitored throughout the year (using assessment results) so that necessary amendments can be made as needed in order to promote student success.

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 review individual State assessment proficiency scores for each student in grades 3-5. School wide item analysis data is reviewed by staff to identify core curriculum areas that need to be focused on in each grade level. Local assessments include classroom tests, assignments, and district wide assessments (NWEA in fall, winter and spring)

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?

There are after school and extended day/year programs available for students that are in need of support in grade K-5. We also have an Instructional Aide to assist with small group instruction and intervention in math and reading.

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

Several tools are used to identify students having academic difficulties. At the beginning of the year teachers will use M-STEP data, MAP reports, Reading Mastery/Corrective Reading assessments, Connecting Math Concepts, and classroom performance (formal and informal assessments and observations) to identify students not mastering state/district benchmarks. Teachers meet with the Principal to pinpoint areas of concern at their grade level. At this point, teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle, they are referred to the Principal, who initiates a Child Study process. During this process, individualized student academic plans are developed, implemented for several weeks, and analyzed for their effectiveness.

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.

Our district Curriculum Director and elementary administrative staff meet regularly to discuss and plan the use of funds from Title I and other state and Federal sources based on our building needs and those of the community. All programs and resources are coordinated and integrated toward the achievement of our schoolwide goals. State/local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program are: Michigan Department of Education, AdvanceED, Office of Educational Improvement and Innovation, OFS Office of Field Services (Title One), and Facilitators of School Improvement (MISD).

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 coordination of personnel and funds for Kaiser Elementary is determined at meetings with the district Title I coordinator, building administrator, and the building Title I committee. Determination on funding is based on the buildings Comprehensive Needs Assessment and School Improvement Plan. Funds are acquired by coordinating expenditures from resources such as Title I, and Title II, 31A, MISD, PTO, and general funds. Kaiser Elementary uses Title I funds to support the operation of the extended learning and the intervention efforts of instructional aide and the literacy coach. Title I funds are also used for parenting supplies, parent training and resources and math/language arts materials for all grade levels. Title II funds are used to support professional development for all staff in the core areas. 31A funds are used to support our learning enhancements for at-risk learners. The MISD supports the bilingual tutors. The PTO supports the building by providing funds for field trips, birthday books, and school wide activities.

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.

Coordination and integration of Federal, state and local programs and services to support eligible Title I, Part A students is planned, organized, and implemented through district and building level teams (i.e., Early Literacy Specialist, teacher consultant, psychologist, speech pathologist, School Aged Child Care, GSRP, MISD Homeless liaison, etc.).

Evaluation:

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

Teachers and administrators work collaboratively to review assessment data from NWEA MAP reports, State assessment results, and other local assessments aligned to curriculum standards to look for trends in student performance. The information is reviewed as compared to building, district, county, state, and national performance benchmarks. In addition, test data from these schools with similar percentages of at-risk population is disaggregated as strategies are considered for modifying instruction based on student needs. Staff uses professional development permitted in the contract, building meeting time, prep time allotted during the school day, and also work after hour and during the summer months to satisfy this expectation.

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.

Technology supports efforts in this area. Data management support is offered thru the MISD, Data Director allows the teacher to track student progress in writing. Locally, students are using Waterford programs to monitor progress in Reading and Mathematics. Achievement data is generated based on student performance. Through MAP assessments, the school is able to monitor student progress in Reading and Mathematics. At-risk students are easily identified and teachers are expected to track their performance using reports to influence Tier II classroom intervention decisions.

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.

Teachers are reviewing data and school improvement goals in ELA, and Math throughout the school year. All teachers serve on at least one committee and each committee reports out to the group as a whole.

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?

Teachers constantly review data to insure that students are making progress. Data comes from state assessments, MAP and 2Inform for the Direct Instruction programs.

2018/2019 Kaiser SIP 5.22.18(FINAL)

Overview

Plan Name

2018/2019 Kaiser SIP 5.22.18(FINAL)

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 Kaiser Elementary will be proficient in math.	Objectives: 1 Strategies: 7 Activities: 17	Academic	\$750
2	All students at Kaiser Elementary School will become proficient in ELA.	Objectives: 1 Strategies: 10 Activities: 43	Academic	\$42956
3	MTSS (Multi-Tiered System Supports)	Objectives: 1 Strategies: 5 Activities: 15	Organizational	\$4125

Goal 1: All students at Kaiser Elementary will be proficient in math.

Measurable Objective 1:

22% of Third, Fourth and Fifth grade students will demonstrate a proficiency mathematics in Mathematics by 06/14/2019 as measured by M-STEP..

Strategy 1:

Direct Instruction Approach - District professional development goals for the 2014-2015 school year included training for all instructional staff in the nine essential instructional strategies of the Classroom Instruction That Works model. For the 2017/2018 school year building staff will continue to incorporate activities in each of the three areas of the school improvement process - Getting Ready, Implementation, Monitoring Impact and Fidelity of Adult Implementation. In addition, direct instruction curriculum adoption will continue at the kindergarten through 5th grade level . Common Core Curriculum binders for math will be utilized to align instruction with national standards for mathematics instruction.

Category: Mathematics

Research Cited: McRel research and evaluation staff (2005) Final Report - High Needs Schools - What does it take to Beat the Odds? Aurora, CO

McRel (2008) Noteworthy Perspectives: School Improvement Denver, CO

Classroom Instruction that Works, 2nd Edition

The Successmaker Program software program was developed by Pearson Learning. It is a research based program developed in conjunction with the Common Core Standards and the National Council of Teachers of Mathematics.

Tier: Tier 1

Activity - Instructional Aide Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With recommendation from classroom teachers, Instructional Aides will group students according to skill deficiencies in addition, subtraction, multiplication and division.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Title I Part A	Instructional Aide Teachers
Activity - Organizing to Help Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students in Tier 2 and 3 based on classroom assessment data and other summative/formative data.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Math Aide, Certified Staff
Activity - Everyday Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use Everyday Math for core math instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	General Fund	Certified Staff
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Activity - Math Flash Cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored in the bottom 30% in math based on MAP scores will be given math flash cards to take home to practice math facts.	Supplemental Materials, Parent Involvement	Tier 2	Implement	01/18/2016	06/14/2019	\$0	Title I Part A	Principal, Teachers

Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	All teachers will be responsible.

Strategy 2:

Classroom Technology - Teachers will use technology to enhance their math instruction and provide students learning opportunities using technology.

Category: Mathematics

Research Cited: Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie

Tier: Tier 1

Activity - Technology Enhancements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use technology (projectors, Mimios, mounts, wires, installation, document cameras, iPads, chromebooks) to enhance the learning environment during math instruction.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Teachers, paratech

Activity - Interactive Whiteboards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use interactive whiteboards to support math instruction.	Technology	Tier 1	Implement	09/08/2017	06/14/2019	\$0	No Funding Required	Principal, Teachers

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use Moby Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$750	Title I Schoolwide	Teachers
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Strategy 3:

Classroom Instruction That Works - New teachers will receive training in the essential instructional strategies of the Classroom Instruction That Works model. Building staff will continue to incorporate activities in each of the three areas of the school improvement process.

Category: Mathematics

Research Cited: McRel research and evaluation staff (2005) Final Report - High Needs Schools - What does it take to Beat the Odds? Aurora, CO McRel (2008)

Noteworthy Perspectives: School Improvement Denver, CO Classroom Instruction that Works, 2nd Edition

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post math objectives in student friendly terms and articulate these objectives to students.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide consistent feedback to students in math: corrections, individual turns, daily work, NWEA results, mastery tests and cumulative tests.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers

Strategy 4:

Data Driven Instruction - Staff will analyze student achievement data throughout the year to make instructional decisions.

Category: Other - Data Analysis

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf Using Student Achievement Data to Support Instructional Decision Making PRINCIPALS KNOW that student achievement data offers invaluable support for making good decisions about instruction. But how that data are used is critical. This white paper outlines five recommendations to help principals put student achievement data to the best possible use: • Make data part of the ongoing cycle of instructional improvement; • Teach students to examine their own data and set learning goals; • Establish a clear vision for schoolwide data use; • Provide supports that foster a data driven culture within the school; • Develop and maintain a district wide data system.

Tier: Tier 1

Activity - MAP Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction in math. Teacher will map plan based on each students' standard level in Learning Continuum.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2019	\$0	No Funding Required	Principals, Teachers, Data Coach
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will consult with a Data Coach to review M-STEP and MAP results to guide instruction and interventions.	Teacher Collaboration	Tier 2	Monitor	10/03/2016	06/14/2019	\$0	No Funding Required	Principal, Teachers, Data Coach

Strategy 5:

Developing the English Language Learner (ELL) - Staff will support the English Language Learners through tutoring and mentoring throughout the year.

Category: Other - ELL

Research Cited: Educating English Language Learners: A Synthesis of Research Evidence By Fred Genesee

Tier: Tier 3

Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide an English Language Learner tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Implement	10/03/2016	06/14/2019	\$0	No Funding Required	Principal, Teachers, MISD
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Literacy Specilists will check in with ELL students monthly to monitor academic progress (reading, math, writing, science, social studies) as well as behavior/attendance.	Other - Mentoring	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	No Funding Required	Early Literacy Specialist

Strategy 6:

Community Involvement - Staff will cultivate relationships and opportunities to engage parents and other stakeholders in school events and student achievement.

Category: Other - Community Involvement

Research Cited: School, Family, and Community Partnerships: Preparing Educators By Joyce L. Epstein

Tier: Tier 1

Activity - Parenting Event	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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Staff will host a Parenting event to introduce/review and answer questions about the math program for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	09/08/2017	06/14/2019	\$0	No Funding Required	Principal, Teachers, Early Literacy Specialist
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Strategy 7:

Extended Learning Time - Teachers will provided extended learning opportunities to students through use of the Instructional Aide, Parent Information Night for Kindergarten transition and after school tutoring.

Category: Other - Extended Learning Time

Research Cited: Visible Learning for Teachers: Maximizing the Impact on Learning by John Hattie

Tier: Tier 2

Activity - Instructional Aide Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aide will provide interventions in reading and math for Tier II and Tier III students.	Other - Intervention	Tier 2	Implement	10/03/2016	06/14/2019	\$0	No Funding Required	Principal, Instructional Aide, Early Literacy Specialist, Teachers

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as needing Tier 2 support will be offered to attend the after school program for intervention	Academic Support Program	Tier 2		09/04/2018	06/14/2019	\$0	No Funding Required	principal, teachers

Goal 2: All students at Kaiser Elementary School will become proficient in ELA.

Measurable Objective 1:

39% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/14/2019 as measured by M-STEP.

Strategy 1:

Direct Instruction Approach - Teachers will select from a bank of direct instruction activities aligned to the Common Core State Standards to increase student fluency and comprehension of complex text in grades K-5.

Category: English/Language Arts

Research Cited: <http://mheresearch.com/product.php?segID=1&subID=2&proID=8>

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<http://mheresearch.com/product.php?segID=&subID=0&proID=38>

<Http://www.nifdi.org/research>

Tier: Tier 1

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will conduct daily lessons in which the components of reading will be introduced, reinforced, and reviewed.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	General Fund	All certified staff K-5
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students struggling in current Reading Mastery level. Early Literacy Specialist will use MAP testing and Reading Mastery placement tests to identify appropriate placement if they two or more grade levels below in Corrective Reading or Horizons program until criteria for re-joining the Tier I core instruction is met.	Academic Support Program	Tier 2	Monitor	09/08/2017	06/14/2019	\$0	No Funding Required	Teachers and Early Literacy Specialist
Activity - Reading Mastery Fluency Checkout	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student fluency will be monitored every five lessons in grades K-5 Reading Mastery Instruction.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	General Fund	Teachers
Activity - Daily Worksheets (RM)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide independent practice activities and give immediate feedback on activities correlated to reading lessons. This data will also be compiled to monitor progress.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	General Fund	Teachers
Activity - Schoology Record Keeping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review protocols to use during teacher leader team meetings that facilitate dialogue, data analysis, and expectations	Policy and Process	Tier 1	Implement	09/05/2017	06/14/2019	\$0	General Fund	Teachers, Early Literacy Specialist, Principal, Special Ed Staff

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Activity - Early Literacy Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II students will be identified. Remediation from the Tier I approach will be reviewed and re-taught to build fluency levels. Students in grades 3-5 who are two or more levels below grade level will receive intervention through Corrective Reading. Parent involvement initiatives will include conferences, workshops, school to home activities, phone call support, etc.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/14/2019	\$0	Title I Part A	Early Literacy Specialist
Activity - Reading Mastery Training K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grade K-5 will continue ongoing professional learning in their use of the curriculum and direct instruction methods. This will be accomplished through collaboration at building and district level.	Professional Learning	Tier 1	Implement	09/05/2017	06/14/2019	\$0	General Fund	District curriculum department
Activity - Reading Mastery Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RM staff will be observed by and consult with Reading Mastery coaches who will provide feedback on instruction.	Professional Learning	Tier 1	Monitor	10/12/2015	06/14/2019	\$0	Title II Part A	Principal, Teachers, Early Literacy Specialist, Instructional Aide
Activity - ELA professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and parents will participate in ELA professional development as needed	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will model specific writing strategies through scripted lessons and provide guided practice. Students will incorporate these skills into their writing pieces.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All writing teachers will be responsible for the implementation of this activity.
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Activity - Core Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Connections is a strategic, targeted instruction that supports and enhances the core reading program, including: Brief, 20-minute activities aligned to specific program lessons Explicit instruction with modeling, guided practice, and independent practice to develop word-learning and comprehension strategies An instructional model designed to be presented in conjunction with each program lesson	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	teachers, Early Literacy Specialist, Principal

Strategy 2:

Classroom Instruction that Works - Part of the new teacher academy is that new hires receive training in the nine essential instructional strategies of the Classroom Instruction That Works model. Building staff will incorporate activities in each of the three areas of the school improvement process - Getting Ready, Implementation, Monitoring Impact and Fidelity of Adult Implementation.

Category: English/Language Arts

Research Cited: McRel research and evaluation staff (2005) Final Report - High Needs Schools - What does it take to Beat the Odds? Aurora, CO

McRel (2008) Noteworthy Perspectives: School Improvement Denver, CO

Classroom Instruction that Works, 2nd Edition

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to all instructional staff by certified trainers. Staff will develop an understanding of the strategies used in the model to increase student achievement. Staff will commit time for the purpose of sharing how they utilize technology to implement CITW - Creating the Environment for Learning.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Title II Part A	District administration, Building administration, Certified Staff

Activity - Connecting Student Effort with Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will provide direct instruction about the role of effort so students understand that the more purposefully and strategically they work, the more successful they will be at a task.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	Instructional staff
Activity - Setting Student Friendly Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCSS will be posted in student friendly vocabulary and referred to throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	11/03/2014	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Meaningful Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide corrective feedback with details	Direct Instruction	Tier 1	Implement	10/01/2014	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Organizing to Help Students Develop Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students in Tier 2 and 3 based on classroom assessment data and other summative/formative data. Identified students will use Early Literacy Intervention program.	Academic Support Program	Tier 2	Getting Ready	10/01/2014	06/14/2019	\$1656	Title I Schoolwide	Teachers, Early Literacy Specialist, Instructional Aide

Strategy 3:

Extended Learning Time - Teachers will provide extended learning opportunities to students through use of the parent newsletters, Parent Information Night for Kindergarten transition and after school tutoring.

Category: Other - Extended Learning Time

Research Cited: Visible Learning for Teachers: Maximizing the Impact on Learning by John Hattie

Tier: Tier 1

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will provide remediation to students who are below grade level in reading through after school program.	Academic Support Program	Tier 2	Implement	01/04/2016	06/14/2019	\$10000	Section 31a	Certified staff
Activity - Reading Mastery Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use the Reading Mastery Leveled Readers in Kindergarten-1st grade to support the Reading Mastery program to give students extra practice with text.	Materials	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	Teachers
Activity - Intervention Groups with Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aide will provide interventions in reading and math for Tier II and Tier III students based on MAP and M-STEP data.	Other - Intervention, Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$23000	Title I Part A	Principal, Instructional Aide, Early Literacy Specialist, Teachers
Activity - Family Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kaiser students and families will participate in an evening of games and activities. All games will be raffled off to participating families.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$700	Title I Schoolwide	all staff
Activity - Summer Bridge Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A compilation of summer reading materials that supports ongoing learning by preventing the summer slide which can occur.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$1500	Title I Schoolwide	Teachers, Early Literacy Specialist, principal

Strategy 4:

Classroom Technology - Teachers will use technology to enhance their instruction and provide students learning opportunities using technology.

Category: Technology

Research Cited: Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie

Tier: Tier 1

Activity - Interactive Whiteboards/chrome books, projectors/headphones	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will use technology (projectors, chromebooks, lpads, Mimios, mounts, wires, installation) to enhance the learning environment.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Schoolwide	Principal, Teachers, Early Literacy Specialist, Instructional Aide
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Moby Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	No Funding Required	Teachers

Strategy 5:

Data Driven Instruction - Staff will analyze student achievement data throughout the year to make instructional decisions.

Category: Other - Data Analysis

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf Using Student Achievement Data to Support Instructional Decision Making
 PRINCIPALS KNOW that student achievement data offers invaluable support for making good decisions about instruction. But how that data are used is critical. This white paper outlines five recommendations to help principals put student achievement data to the best possible use:

- Make data part of the ongoing cycle of instructional improvement;
- Teach students to examine their own data and set learning goals;
- Establish a clear vision for schoolwide data use;
- Provide supports that foster a data driven culture within the school;
- Develop and maintain a district wide data system.

Tier: Tier 1

Activity - NWEA MAP Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction using the Learning Continuum the teachers will create a plan based on what level the student is ready to learn.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2019	\$0	No Funding Required	Principals, Teachers, Data Coach
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will consult with a Data Coach to review M-STEP and MAP results to guide instruction and interventions.	Teacher Collaboration	Tier 2	Monitor	10/03/2016	06/14/2019	\$0	No Funding Required	Principal, Teachers, Data Coach

Strategy 6:

Developing the English Language Learner (ELL) - Staff will support the English Language Learners through tutoring and mentoring throughout the year.

Category: Other - ELL

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Research Cited: Educating English Language Learners: A Synthesis of Research Evidence By Fred Genesee

Tier: Tier 3

Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide an English Language Learner tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Implement	10/03/2016	06/14/2019	\$0	No Funding Required	Principal, Teachers, MISD

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Literacy Specialist will check in with ELL students monthly to monitor academic progress (reading, math, writing, science, social studies) as well as behavior/attendance.	Other - Mentoring	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	No Funding Required	Early Literacy Specialist

Strategy 7:

Community Involvement - Staff will cultivate relationships and opportunities to engage parents and other stakeholders in school events and student achievement.

Category: Other - Community Involvement

Research Cited: School, Family, and Community Partnerships: Preparing Educators By Joyce L. Epstein

Tier: Tier 1

Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Kindergarten Information Night and provide information and activities to help students and parents transition to Kindergarten.	Parent Involvement	Tier 1	Implement	03/01/2017	06/14/2019	\$600	Title I Schoolwide	Principal, Teachers, Early Literacy Specialist

Strategy 8:

Early Literacy Initiative - All K-3 students will be tested 3 times a year and all students with reading deficiencies will be given an Individual Reading Plan(IRP)

Category: English/Language Arts

Research Cited: Research

<https://mea.org/learn-whats-in-the-new-third-grade-reading-law/>

[http://www.legislature.mi.gov/\(S\(koegbwvtikddqipszmyk4wp4\)\)/mileg.aspx?page=LegBasicSearch](http://www.legislature.mi.gov/(S(koegbwvtikddqipszmyk4wp4))/mileg.aspx?page=LegBasicSearch)

Tier: Tier 1

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Activity - Initial Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 students will be MAP/Rapid Assessment tested within the first 30 days of school.	Academic Support Program	Tier 1	Implement	09/11/2017	06/14/2019	\$0	No Funding Required	All K-3 staff and early literacy specialist will be responsible for the implementation of this activity.
Activity - Extensive Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 students performing below grade level will be given an extensive diagnostic to identify specific areas of concern.	Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	All K-3 staff and Early Literacy Specialist will be responsible for the implementation of this activity.
Activity - Individual Reading Improvement Plan (IRP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 students, performing below grade, will have an Individual Reading Improvement Plan (IRP). Teacher, Principal, and parent will meet one-on-one to make decisions about each child's reading plan.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All K-3 staff, Principal, Early Literacy Specialist and parents will be responsible for the implementation of this activity.
Activity - Lexia core 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Lexia Reading Core5 will support differentiated literacy instruction for at-risk students in grades K-3. This program	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$3500	Title I Schoolwide	principal, teachers, early literacy specialist
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Strategy 9:

Interdisciplinary Curriculum - Teachers will use high leverage reading and writing strategies to support growth and proficiency in science and social studies.

Category: Other - Science and Social Studies

Research Cited: Interdisciplinary Society for International Development (2008). Why Interdisciplinary?

Jones, C. (2009). Interdisciplinary Approach: Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies.

Learning Teaching Scotland (2010). Interdisciplinary Learning.

Nissani, M. (1997). Ten Cheers for Interdisciplinarity: The Case for Interdisciplinary Knowledge and Research.

Tier: Tier 1

Activity - NGSX Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This training focuses on using the elements of the three dimensions to inform instructional design; assessing classroom learning; and integrating the three dimensions to plan a unit of instruction. Participants will explore and discover the NGSS content and tools while learning effective tips for facilitating training in their own school.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Title II Part A	central administration, principals and all certified teaching staff

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and articulate daily learning targets and discuss before, during, and after interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, certified teaching staff

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide specific feedback that is timely, specific and corrective in nature by using rubrics, exit tickets, scales, etc. in interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal and certified teaching staff
Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will reinforce effort of students during interdisciplinary instruction.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal and certified teaching staff
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cooperative learning during interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal and certified teaching staff
Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide an English Language Tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	principal, teachers, MISD
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Literacy Specialist will check in with ELL students monthly to monitor academic progress in ELA, Math, Science and Social Studies as well as behavior and attendance.	Other	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	No Funding Required	Early Literacy Specialist
Activity - Rubicon Atlas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers are developing interdisciplinary curriculum to be further shared with teaching staff.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers, Administration
Activity - Science and Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Studies weekly is a based curriculum that applies a balanced literacy approach to education. The combination of printed weekly units with web based primary sourced media, audio reader and other features creates high level of student engagement. Teacher created lessons include rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided and independent) and much more. It fosters critical thinking skills that help develop a new generation of responsible decision makers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	principal and certified teaching staff
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Strategy 10:

March Is Reading Month - The major goal of March is Reading month is to promote early childhood learning and development by getting all children reading proficiently by the end of third grade. The goal is to motivate students to read everyday. March is National Get-Ready-to-Read Month and building on these important foundational skills will continue well beyond March 31st.

Category: School Culture

Research Cited: Voluminous reading is critical to the development of reading proficiency (Allington, 2014; Cunningham & Stanovich, 1998). "Time spent reading, including reading silently, has consistently correlated strongly with reading achievement."

(Reutzel & Juth, 2014, p. 29). According to Atwell (2007):

Tier: Tier 1

Activity - Author/Speaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Author's/Speakers will promote interest in literacy by presenting research based activities which motivate students to become lifelong readers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1500	Title I Schoolwide	Early Literacy Specialist, certified teachers and principal

Activity - School wide reading competition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For March is Reading month a school-wide reading competition will be held to promote literacy in school and at home.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$500	Title I Schoolwide	Early Literacy Specialist, certified teaching staff, principal

Goal 3: MTSS (Multi-Tiered System Supports)

Measurable Objective 1:

demonstrate a behavior improve student behavior by 06/14/2019 as measured by referrals to the office.

Strategy 1:

Classroom Technology - Teachers will use technology to enhance their instruction and provide students learning opportunities using technology.

Category: Technology

Research Cited: Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie

Tier: Tier 1

Activity - Class Dojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers will use Class Dojo (or another web based system) to monitor student behavior and report to parents.	Technology	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers

Activity - SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$300	Title I Schoolwide	teachers, data coach, principal, secretary

Strategy 2:

Data Driven Instruction - Staff will analyze student behavior data throughout the year to make instructional decisions.

Category: Technology

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf Using Student Achievement Data to Support Instructional Decision Making
 PRINCIPALS KNOW that student achievement data offers invaluable support for making good decisions about instruction. But how that data are used is critical. This white paper outlines five recommendations to help principals put student achievement data to the best possible use:

- Make data part of the ongoing cycle of instructional improvement;
- Teach students to examine their own data and set learning goals;
- Establish a clear vision for schoolwide data use;
- Provide supports that foster a data driven culture within the school;
- Develop and maintain a district wide data system.

Tier: Tier 1

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Activity - Behavior Tracking System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Power School data and SWIS data to make decisions regarding behavior and classroom management systems. Referral forms and Kaiser Coupons will be used to track behavior. Staff will complete a pre and post SRSS (Student Risk Screening Scale) https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale	Technology	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	No Funding Required	Principal, Teachers

Strategy 3:

Extended Learning Time - Teachers will provided extended learning opportunities to students through use of the Parent Information Night for Kindergarten transition and after school program and Moby Max at home.

Category: Other - Extended Learning Time

Research Cited: Visible Learning for Teachers: Maximizing the Impact on Learning by John Hattie

Tier: Tier 1

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extra support in ELA and Math four days a week after school from 3:30-4:30.	Academic Support Program	Tier 2	Implement	10/01/2018	06/14/2019	\$0	Section 31a	Early Literacy Specialist, Principal, certified teaching staff

Strategy 4:

Climate and Culture - A climate and culture will be established in the building by implementing various activities and rewards to encourage a positive climate and culture with staff, administrators, students and parents. The climate of the school refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. Also, school climate and culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn.

Category: School Culture

Research Cited: <https://miblsi.org/>

<http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx>

Tier: Tier 1

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Activity - PBIS(Positive Behavior Intervention System)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, teachers, data coach
Activity - Tangible Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive tickets when displaying appropriate behaviors and win prizes.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$1500	Title I Part A	Principal, teachers
Activity - C.H.A.M.P.S	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use C..H.A.M.P.S in their classrooms to improve student behavior.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$0	No Funding Required	Teachers, Principal
Activity - Pizza with the Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that demonstrate positive behaviors will be invited to have pizza with the Principal each month.	Behavioral Support Program	Tier 1	Implement	09/29/2017	06/14/2019	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - PBIS Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester a PBIS assembly will be held where students will have opportunity to win prizes, participate in games if they are a VIP card holder.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$1500	Title I Schoolwide	principal, PBIS committee

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Activity - VIP Cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive a VIP card in which they will be able to participate in activities and events by being observed for acceptable behavior. Students can have their VIP cards revoked for unacceptable behavior, but will have opportunity to earn it back for improved behavior. If lost students will receive a new one at the beginning of a new card marking.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$150	Title I Schoolwide	Principal, PBIS committee and teachers
Activity - Gallery Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester a schedule will be provided for students/staff in which they will go through the behavior expectations that are posted on posters throughout the building. Teachers will review the expectations with students by using a common language.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	principal, teachers and PBIS committee
Activity - Anti-Bullying Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school assembly including families will engage students in positive messages about respecting others, not bullying peers, and making the best character choices to be the best.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$675	Title I Schoolwide	Early Literacy Specialist, Principal, PBIS team

Strategy 5:

Academic Support - come back to later

Category: School Culture

Tier: Tier 1

Activity - Instructional Practices for Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For MTSS, we will continue to provide a tier 1, or universal, support system for all students.. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Early Literacy Specialist, certified teachers
Activity - Intervention Practices for Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The intensity and duration of supports increase for tiers 2. The appropriate level of support for each student is determined by assessment data. Staff use progress monitoring for students that need additional supports in tiers 2 and 3. The students are assessed more frequently and the assessments match the instruction. The rapid and relevant feedback provided by progress monitoring allows staff to adjust instruction as needed in a timely manner.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Early literacy specialist, instructional aide
Activity - Intervention Practices for Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intensity and duration of supports increase for tier 3. The appropriate level of support for each student is determined by assessment data. Staff use progress monitoring for students that need additional supports in tiers 2 and 3. The students are assessed more frequently and the assessments match the instruction. The rapid and relevant feedback provided by progress monitoring allows staff to adjust instruction as needed in a timely manner.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, certified teaching staff, early literacy specialist, instructional aide

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Teachers K-5 will conduct daily lessons in which the components of reading will be introduced, reinforced, and reviewed.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	All certified staff K-5
Schoology Record Keeping	Staff will review protocols to use during teacher leader team meetings that facilitate dialogue, data analysis, and expectations	Policy and Process	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Teachers, Early Literacy Specialist, Principal, Special Ed Staff
Reading Mastery Fluency Checkout	Student fluency will be monitored every five lessons in grades K-5 Reading Mastery Instruction.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	Teachers
Connecting Student Effort with Success	All teachers will provide direct instruction about the role of effort so students understand that the more purposefully and strategically they work, the more successful they will be at a task.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Everyday Math	Teachers will use Everyday Math for core math instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Certified Staff
Daily Worksheets (RM)	Teachers will provide independent practice activities and give immediate feedback on activities correlated to reading lessons. This data will also be compiled to monitor progress.	Direct Instruction	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	Teachers
Reading Mastery Training K-5	Teachers in grade K-5 will continue ongoing professional learning in their use of the curriculum and direct instruction methods. This will be accomplished through collaboration at building and district level.	Professional Learning	Tier 1	Implement	09/05/2017	06/14/2019	\$0	District curriculum department

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School wide reading competition	For March is Reading month a school-wide reading competition will be held to promote literacy in school and at home.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$500	Early Literacy Specialist, certified teaching staff, principal
Anti-Bullying Program	A school assembly including families will engage students in positive messages about respecting others, not bullying peers, and making the best character choices to be the best.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$675	Early Literacy Specialist, Principal, PBIS team
Organizing to Help Students Develop Understanding	Teachers will identify students in Tier 2 and 3 based on classroom assessment data and other summative/formative data. Identified students will wuse Early Literacy Intervention program.	Academic Support Program	Tier 2	Getting Ready	10/01/2014	06/14/2019	\$1656	Teachers, Early Literacy Specialist, Instructional Aide
Interactive Whiteboards/chrome books, projectors/headphones	All staff will use technology (projectors, chromebooks, lpads, Mimios, mounts, wires, installation) to enhance the learning environment.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, Teachers, Early Literacy Specialist, Instructional Aide
Kindergarten Information Night	Teachers will attend Kindergarten Information Night and provide information and activities to help students and parents transition to Kindergarten.	Parent Involvement	Tier 1	Implement	03/01/2017	06/14/2019	\$600	Principal, Teachers, Early Literacy Specialist
Family Game Night	Kaiser students and families will participate in an evening of games and activities. All games will be raffled off to participating families.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$700	all staff
SWIS	The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$300	teachers, data coach, principal, secretary
Author/Speaker	Author's/Speakers will promote interest in literacy by presenting research based activities which motivate students to become lifelong readers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1500	Early Literacy Specialist, certified teachers and principal

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Lexia core 5	Lexia Reading Core5 will support differentiated literacy instruction for at-risk students in grades K-3. This program	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$3500	principal, teachers, early literacy specialist
VIP Cards	All students will receive a VIP card in which they will be able to participate in activities and events by being observed for acceptable behavior. Students can have their VIP cards revoked for unacceptable behavior, but will have opportunity to earn it back for improved behavior. If lost students will receive a new one at the beginning of a new card marking.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$150	Principal, PBIS committee and teachers
PBIS Assemblies	Each trimester a PBIS assembly will be held where students will have opportunity to win prizes, participate in games if they are a VIP card holder.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$1500	principal, PBIS committee
Moby Max	Teachers will use Moby Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$750	Teachers
Summer Bridge Activities	A compilation of summer reading materials that supports ongoing learning by preventing the summer slide which can occur.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$1500	Teachers, Early Literacy Specialist, principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	Certified staff will provide remediation to students who are below grade level in reading through after school program.	Academic Support Program	Tier 2	Implement	01/04/2016	06/14/2019	\$10000	Certified staff
After School Program	Extra support in ELA and Math four days a week after school from 3:30-4:30.	Academic Support Program	Tier 2	Implement	10/01/2018	06/14/2019	\$0	Early Literacy Specialist, Principal, certified teaching staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Early Literacy Specialist	Tier II students will be identified. Remediation from the Tier I approach will be reviewed and re-taught to build fluency levels. Students in grades 3-5 who are two or more levels below grade level will receive intervention through Corrective Reading. Parent involvement initiatives will include conferences, workshops, school to home activities, phone call support, etc.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/14/2019	\$0	Early Literacy Specialist
Instructional Aide Intervention	With recommendation from classroom teachers, Instructional Aides will group students according to skill deficiencies in addition, subtraction, multiplication and division.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Instructional Aide Teachers
Tangible Reward System	Students will receive tickets when displaying appropriate behaviors and win prizes.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$1500	Principal, teachers
Intervention Groups with Instructional Aide	Instructional Aide will provide interventions in reading and math for Tier II and Tier III students based on MAP and M-STEP data.	Other - Intervention, Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$23000	Principal, Instructional Aide, Early Literacy Specialist, Teachers
Math Flash Cards	Students who scored in the bottom 30% in math based on MAP scores will be given math flash cards to take home to practice math facts.	Supplemental Materials, Parent Involvement	Tier 2	Implement	01/18/2016	06/14/2019	\$0	Principal, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rubicon Atlas	A committee of teachers are developing interdisciplinary curriculum to be further shared with teaching staff.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Teachers, Administration
Providing Feedback	Teachers will provide consistent feedback to students in math: corrections, individual turns, daily work, NWEA results, mastery tests and cumulative tests.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Teachers
English Language Learner Tutor	Staff will provide an English Language Learner tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Implement	10/03/2016	06/14/2019	\$0	Principal, Teachers, MISD

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Corrective Reading	Teachers will identify students struggling in current Reading Mastery level. Early Literacy Specialist will use MAP testing and Reading Mastery placement tests to identify appropriate placement if they two or more grade levels below in Corrective Reading or Horizons program until criteria for re-joining the Tier I core instruction is met.	Academic Support Program	Tier 2	Monitor	09/08/2017	06/14/2019	\$0	Teachers and Early Literacy Specialist
Initial Screener	All K-3 students will be MAP/Rapid Assessment tested within the first 30 days of school.	Academic Support Program	Tier 1	Implement	09/11/2017	06/14/2019	\$0	All K-3 staff and early literacy specialist will be responsible for the implementation of this activity.
C.H.A.M.P.S	Teachers will continue to use C..H.A.M.P.S in their classrooms to improve student behavior.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Teachers, Principal
Setting Student Friendly Objectives	CCSS will be posted in student friendly vocabulary and referred to throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	11/03/2014	06/14/2019	\$0	Instructional staff
Class Dojo	Some teachers will use Class Dojo (or another web based system) to monitor student behavior and report to parents.	Technology	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Teachers
Reading Mastery Leveled Readers	Teachers will use the Reading Mastery Leveled Readers in Kindergarten-1st grade to support the Reading Mastery program to give students extra practice with text.	Materials	Tier 1	Implement	09/05/2017	06/14/2019	\$0	Teachers
Data Coach	Staff will consult with a Data Coach to review M-STEP and MAP results to guide instruction and interventions.	Teacher Collaboration	Tier 2	Monitor	10/03/2016	06/14/2019	\$0	Principal, Teachers, Data Coach
NWEA MAP Data Analysis	Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction using the Learning Continuum the teachers will create a plan based on what level the student is ready to learn.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2019	\$0	Principals, Teachers, Data Coach
Mentoring	Early Literacy Specialist will check in with ELL students monthly to monitor academic progress (reading, math, writing, science, social studies) as well as behavior/attendance.	Other - Mentoring	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	Early Literacy Specialist
Organizing to Help Students Develop Understanding	Teachers will identify students in Tier 2 and 3 based on classroom assessment data and other summative/formative data.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Instructional Math Aide, Certified Staff

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Intervention Practices for Tier 2	The intensity and duration of supports increase for tiers 2. The appropriate level of support for each student is determined by assessment data. Staff use progress monitoring for students that need additional supports in tiers 2 and 3. The students are assessed more frequently and the assessments match the instruction. The rapid and relevant feedback provided by progress monitoring allows staff to adjust instruction as needed in a timely manner.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Principal, Early literacy specialist, instructional aide
Moby Max	Teachers will use Moby Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Monitor	09/08/2017	06/14/2019	\$0	Teachers
Mentoring	Early Literacy Specialists will check in with ELL students monthly to monitor academic progress (reading, math, writing, science, social studies) as well as behavior/attendance.	Other - Mentoring	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	Early Literacy Specialist
Math Professional Development	Teachers will participate in professional development as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/14/2019	\$0	All teachers will be responsible.
Core Connections	Core Connections is a strategic, targeted instruction that supports and enhances the core reading program, including: Brief, 20-minute activities aligned to specific program lessons Explicit instruction with modeling, guided practice, and independent practice to develop word-learning and comprehension strategies An instructional model designed to be presented in conjunction with each program lesson	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	teachers, Early Literacy Specialist, Principal
Individual Reading Improvement Plan (IRP)	All K-3 students, performing below grade, will have an Individual Reading Improvement Plan (IRP). Teacher, Principal, and parent will meet one-on-one to make decisions about each child's reading plan.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	All K-3 staff, Principal, Early Literacy Specialist and parents will be responsible for the implementation of this activity.
MAP Data Analysis	Teachers will use M-STEP, NWEA MAP and Inform data to guide instruction in math. Teacher will map plan based on each student's standard level in Learning Continuum.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2019	\$0	Principals, Teachers, Data Coach

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Gallery Walkthroughs	Each trimester a schedule will be provided for students/staff in which they will go through the behavior expectations that are posted on posters throughout the building. Teachers will review the expectations with students by using a common language.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	principal, teachers and PBIS committee
ELA professional Development	Teachers and parents will participate in ELA professional development as needed	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff will be responsible for the implementation of this activity.
Parenting Event	Staff will host a Parenting event to introduce/review and answer questions about the math program for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	09/08/2017	06/14/2019	\$0	Principal, Teachers, Early Literacy Specialist
Science and Social Studies Weekly	Studies weekly is a based curriculum that applies a balanced literacy approach to education. The combination of printed weekly units with web based primary sourced media, audio reader and other features creates high level of student engagement. Teacher created lessons include rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided and independent) and much more. It fosters critical thinking skills that help develop a new generation of responsible decision makers.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	principal and certified teaching staff
Reinforcing Effort	All teachers will reinforce effort of students during interdisciplinary instruction.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal and certified teaching staff
Intervention Practices for Tier 3	The intensity and duration of supports increase for tier 3. The appropriate level of support for each student is determined by assessment data. Staff use progress monitoring for students that need additional supports in tiers 2 and 3. The students are assessed more frequently and the assessments match the instruction. The rapid and relevant feedback provided by progress monitoring allows staff to adjust instruction as needed in a timely manner.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Principal, certified teaching staff, early literacy specialist, instructional aide
Meaningful Student Feedback	Teachers will provide corrective feedback with details	Direct Instruction	Tier 1	Implement	10/01/2014	06/14/2019	\$0	Instructional staff
After School Program	Students that are identified as needing Tier 2 support will be offered to attend the after school program for intervention	Academic Support Program	Tier 2		09/04/2018	06/14/2019	\$0	principal, teachers

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PBIS(Positive Behavior Intervention System)	Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal, teachers, data coach
Behavior Tracking System	Staff will use Power School data and SWIS data to make decisions regarding behavior and classroom management systems. Referral forms and Kaiser Coupons will be used to track behavior. Staff will complete a pre and post SRSS (Student Risk Screening Scale) https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale	Technology	Tier 2	Monitor	09/06/2016	06/14/2019	\$0	Principal, Teachers
Instructional Practices for Tier 1	For MTSS, we will continue to provide a tier 1, or universal, support system for all students.. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, Early Literacy Specialist, certified teachers
Data Coach	Staff will consult with a Data Coach to review M-STEP and MAP results to guide instruction and interventions.	Teacher Collaboration	Tier 2	Monitor	10/03/2016	06/14/2019	\$0	Principal, Teachers, Data Coach
Setting Objectives	Teachers will post and articulate daily learning targets and discuss before, during, and after interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal, certified teaching staff
Technology Enhancements	All staff will use technology (projectors, Mimios, mounts, wires, installation, document cameras, iPads, chromebooks) to enhance the learning environment during math instruction.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Principal, Teachers, paratech
Pizza with the Principal	Students that demonstrate positive behaviors will be invited to have pizza with the Principal each month.	Behavioral Support Program	Tier 1	Implement	09/29/2017	06/14/2019	\$0	All staff will be responsible for the implementation of this activity.

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Extensive Assessment	All K-3 students performing below grade level will be given an extensive diagnostic to identify specific areas of concern.	Academic Support Program	Tier 2	Implement	09/05/2017	06/14/2019	\$0	All K-3 staff and Early Literacy Specialist will be responsible for the implementation of this activity.
Providing Feedback	Teachers will provide specific feedback that is timely, specific and corrective in nature by using rubrics, exit tickets, scales, etc. in interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal and certified teaching staff
Interactive Whiteboards	Teachers will use interactive whiteboards to support math instruction.	Technology	Tier 1	Implement	09/08/2017	06/14/2019	\$0	Principal, Teachers
Mentoring	Early Literacy Specialist will check in with ELL students monthly to monitor academic progress in ELA, Math, Science and Social Studies as well as behavior and attendance.	Other	Tier 3	Monitor	10/03/2016	06/14/2019	\$0	Early Literacy Specialist
Cooperative Learning	Teachers will use cooperative learning during interdisciplinary curriculum.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal and certified teaching staff
Instructional Aide Math Intervention	Instructional Aide will provide interventions in reading and math for Tier II and Tier III students.	Other - Intervention	Tier 2	Implement	10/03/2016	06/14/2019	\$0	Principal, Instructional Aide, Early Literacy Specialist, Teachers
MAISA Writing Units	Teachers will model specific writing strategies through scripted lessons and provide guided practice. Students will incorporate these skills into their writing pieces.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All writing teachers will be responsible for the implementation of this activity.
English Language Learner Tutor	Staff will provide an English Language Learner tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Implement	10/03/2016	06/14/2019	\$0	Principal, Teachers, MISD
Setting Objectives	Teachers will post math objectives in student friendly terms and articulate these objectives to students.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Teachers

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English Language Learner Tutor	Staff will provide an English Language Tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	principal, teachers, MISD
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery Consultants	RM staff will be observed by and consult with Reading Mastery coaches who will provide feedback on instruction.	Professional Learning	Tier 1	Monitor	10/12/2015	06/14/2019	\$0	Principal, Teachers, Early Literacy Specialist, Instructional Aide
NGSX Training	This training focuses on using the elements of the three dimensions to inform instructional design; assessing classroom learning; and integrating the three dimensions to plan a unit of instruction. Participants will explore and discover the NGSS content and tools while learning effective tips for facilitating training in their own school.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	central administration, principals and all certified teaching staff
Professional Development	Professional development will be provided to all instructional staff by certified trainers. Staff will develop an understanding of the strategies used in the model to increase student achievement. Staff will commit time for the purpose of sharing how they utilize technology to implement CITW - Creating the Environment for Learning.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	District administration, Building administration, Certified Staff