



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.

Executive Summary

Introduction

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

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

Description of the School

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

Kaiser Elementary school serves students in grades K-5. We house two self contained classrooms for cognitively impaired students. We are projecting an enrollment of 310 students for the 2016-2017 school year. We had about 230 students in 2015-2016 but effective September 2016 we will have the addition of the ECSE (Early Childhood Special Education) and Special Education Kindergarten class. The building is located in the heart of the city of Roseville. In the past 3 years we have noticed a demographic change in social economic status as well as in ethnicity totals. The school demographics are representative of city changes. Decreased property values and household incomes play a part in the challenges we are facing.

School's Purpose

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

The mission of Kaiser Elementary School and Roseville Community Schools, in a cooperative partnership with students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future. The mission was viewed at a staff meeting on April 20, 2015.

School curriculum is developed in connection with district guidelines. Students are provided with academic learning opportunities outside of the school day through after school programs, online learning through research based programs used in school and at home, and extended year programs. Parents are encouraged to volunteer in classrooms and through participation in our parent teacher organization. The Parent Teacher Organization plans school wide events, organizes fundraising activities to support field trips and supports the school in other ways. Monthly newsletters from the building and classrooms are also used to involve parents. Effective September 2015 we have a school Facebook and Twitter account. In April 2016 we also started using the Remind app to keep parents informed.

Notable Achievements and Areas of Improvement

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

Our most noticeable increase was in the area math computation. In the next 3 years we will be striving to achieve higher scores in Math overall with a focus on progress monitoring math concepts and applications.

Map Data Analysis Spring 2016 Kaiser Elementary School

5th Grade Math

Strengths: Half of all students met or exceeded the MAP benchmark of 50 % one year's growth. The 5th grade grew at an overall rate of 98% of one year's growth. Many students moved from low achievement low growth to low achievement high growth.

Challenges: There are no minorities in the high achievement category.

Subgroups: Minority students were close to the benchmark at 44% growth and did move from low achievement low growth to high achievement high growth.

5th Grade Reading

Strengths: Much success in 5th grade reading. 64% of students met their map growth goals and the 5th grade grew at an overall rate of 122% of one year's growth. Many students in high achievement high growth category.

Challenges: About 25% of the students did not move from low achievement low growth.

Subgroups: Subgroups did equally well in growth and high achievement.

4th Grade Math

Strengths: A small percentage of students were able to move to the high achievement high growth level.

Challenges: A high number of students underperformed in math. Only 21% of students met the growth projection and the total growth was only 62% of one year's growth. Many students started in the low achievement low growth area and never improved.

Subgroups: All subgroups remained in the low achievement low growth area.

4th Grade Reading

Strengths: None

Challenges: A disturbing number of students underperformed in reading. Only 16% of the students met the growth projection and total growth was actually a negative 8% of one year's growth. It is unusual to see students actually know less in the spring than they did when they started in the fall.

Subgroups: All subgroups remained in the low achievement area.

3rd Grade Math

Strengths: About 30% of 3rd grade students moved up from low achievement low growth to low achievement high growth and high achievement low growth to high achievement high growth. Minorities were in low achievement low growth and low achievement high growth categories.

Challenges: 30% of students met the growth projection and the overall growth was 63% of one year's growth. Minorities were about the same rate.

Subgroups: Minorities were in low achievement low growth and low achievement high growth categories

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3rd Grade Reading

Strengths: Reading students are placed evenly across low and high achievement categories.

Challenges: 41% of students met the growth projection and the overall growth was 67% of one year's growth.

Subgroups: There are no subgroups in high achievement category but have shown growth from low achievement low growth to high achievement high growth. Subgroups map growth was only 30 of one year's growth.

2nd Grade Math

Strengths: Great growth in 2nd grade math. 68% of students met the growth projection and the overall growth was 116% of one year's growth. 75% of the students have moved to high growth rate. 85% of minorities are in low achievement high growth or high achievement high growth.

Challenges:

Subgroups: Subgroups scored and grew equally as well in all areas and most moved to high growth

2nd Grade Reading

Strengths: 20% of students moved to high achievement.

Challenges: 25% of students met the growth projection and the overall growth was 63% of one year's growth. Most students remained in low achievement low growth.

Subgroups: The growth rate for subgroups slightly lower than the overall growth rate.

1st Grade Math

Strengths: About 33% of the students moved to high growth rates from low achievement low growth.

Challenges: 37% of students met the growth projection with 50% being a MAP minimum benchmark and an overall growth rate of 79% of one year's growth.

Subgroups: The subgroups MAP results mirror the overall results.

1st Grade Reading

Strengths: 25% of students move to high growth rates from low achievement low growth.

Challenges: Only 23% of students met the growth projection and achieved 70% overall of one year's growth.

Subgroups: Subgroups fared better with 42% meeting growth projections and 85% of one year's growth.

Kindergarten Math

Strengths: 61% of students met their growth projections and the class achieved 106% of one year's growth. Many students moved to high achievement high growth.

Challenges: A few of students did not move from bottom of low achievement low growth.

Kindergarten Reading

Strengths: 34% of students met their growth projections and the class achieved 83% of one year's growth.

Challenges: Most students remained in the low achievement.

Additional Information

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

Kaiser Elementary School also strives to provide community support for struggling families. Partnerships with area churches (they did a school supply and winter hats, gloves and scarves drive for us) and organizations (OKE) help provide mental health services, food, clothing, and homeless assistance to families as needed. We have a district liaison that supports our students who are homeless.

We continued our relationship with the church in 2015-2016 when they collected boots, hats and gloves for our students in need. We also received a donation from MCREST (Macomb County Rotating Emergency Shelter Team) of coats for our students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All stakeholders have the opportunity to indicate likes and dislikes through an annual survey. The information is tabulated and used to guide school improvement planning. Regular staff meetings occur throughout the school year to review progress within current plans and generate goals and plans for upcoming years. Updates are provided at monthly PTO meetings. All parents are informed of the meetings and encouraged to attend. Annual reports are presented each year where all staff and parents are also in attendance. Teachers and the building administrator attend professional development sessions at county level meetings. Information regarding key planning details is brought back and shared with all instructional staff. Stakeholders are regularly briefed regarding necessary adjustments to the plan. For the upcoming school year, discussions have been held regarding a slight reorganization of the structure of the building SIP committee. We will have a committee for each goal that will meet and report back to general membership.

Effective 2015-2016 we discussed the addition of a behavior goal to the School Improvement Plan. The principal attended a 3 day workshop on Capturing Kids' Hearts and shared information with staff. Additionally, one teacher and the Literacy Coach attended The Leader in Me leadership day at a local elementary school to see the program in action. School Improvement meetings were also used to allow the entire teaching staff to participate in reflection on current goals and input into the 2016-2017 plan. Updates are included in the weekly principal newsletters).

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

The following is a list of names, positions, and e-mail addresses of the stakeholders (staff, parents, community/business members and as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Teresa Tomala - Principal - ttomala@roseville.k12.mi.us

Jennifer Shiemke - SIP Chair - jshiemke@roseville.k12.mi.us

Joyce Muszall - Literacy Coach - jmuszall@roseville.k12.mi.us

Christine Mondro - Teacher - cmondro@roseville.k12.mi.us

Amy Wetzel - Teacher - awetzel@roseville.k12.mi.us

Kurt Wilczynski - Teacher - kwilczynski@roseville.k12.mi.us

Joyce Bathurst - Teacher - jbathurst@roseville.k12.mi.us

Cheryl Robisch - Teacher - crobisch@roseville.k12.mi.us

Judy Eschenburg - Teacher - jeschenburg@roseville.k12.mi.us

Terri Simants - Teacher - tsimants@roseville.k12.mi.us

Jennifer Keller - Teacher - jkeller@roseville.k12.mi.us

Anna Williams - Teacher - awilliams@roseville.k12.mi.us

Tracy Allen - Teacher - tallen@roseville.k12.mi.us

Julie Grill - Teacher - jgrill@roseville.k12.mi.us

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Brian and Kari Potter - Parent

Heather Bain - Parent

Kristin Sides - Parent

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

A report is presented annually that outlines student information and progress. The report is presented each year by the school principal during staff meetings, Curriculum Night, (September) as well as during a PTO meeting convened early in the academic year. Stakeholders are given ample opportunities to review the information, ask questions, and discuss concerns.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Over the past three years school enrollment has declined overall (the loss of students from Spring 2014 to Fall 2014 reflects moving the 6th grade to middle school). The trends are showing that there is high turnover rate in our school and district as a whole. This impacts instruction because students who have not been exposed to Direct Instruction have to learn the regimen/routine/procedures. It is difficult to analyze data as well because you do not have a full year to assess growth.

Enrollment has impacted class sizes and number of classrooms. This affects the leveling possibilities of students and also the teachers have changed grades often and have to learn new curriculum.

Fall 2011 - 284

Spring 2012 - 300

Fall 2012 - 289

Spring 2013 - 306

Fall 2013 - 268

Spring 2014 - 284

Fall 2014 - 232

Fall 2015 - 229

Spring 2016 - 235

Student Demographic Data

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

Letters are sent to parents when absences/tardies reach a certain number. Students are referred to MISD Truancy Office. Positive phone calls are also made to compliment students showing improvement.

2014-2015 we started a system to acknowledge students with Perfect Attendance. Students are listed in the newsletter, on a poster, receive a certificate and we take their picture. This was continued in 2015-2016.

2012-2013 - 3,881.5

2013-2014 - 3,249.5

2014-2015 (through March) - 1,853

2015-2016 - 1,644

Students absences decreased in 2014-2015 and 2015-2016 which could be a result of the incentives introduced but also the drop in enrollment when the 6th grade was moved to middle school.

Student Demographic Data

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

2012-2013

Referrals - 59

Detentions - 13

Suspensions - 15

2013-2014

Referrals - 82

Detentions - 17

Suspensions - 30

2014-2015 (through March 30)

Referrals - 56

Detentions - 17

Suspensions - 7

2015-2016 (through April 19)

Referrals - 152

Detentions - 32

Suspensions - 38

Change in trend is due to two major factors. Starting in 2014-2015 sixth grade students now attend middle school. The other change was a different principal at the school. In 2015-2016 we included referrals that may not have resulted in an office referral.

Student Demographic Data

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

The district/school has adopted two Direct Instruction programs to address the needs of our students. The programs allow for us to administer placement testing when students enter the school so they can immediately begin instruction at their level. Many of our students move in from other schools in the district and this consistency is important for preventing loss of skills when transitioning. Our MAP benchmark testing and Direct Instruction Placement tests also assist us in addressing the needs of incoming students.

Teacher/School Leader(s) Demographic Data

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

This is the second year as an administrator for the principal. She has attended training for Reading Mastery, Connecting Math Concepts and Classroom Instruction that Works, Marzano Teacher Evaluation in order to effectively lead instruction in the building. She also has a background in Special Education which is an asset during the Child Study Process as well as when looking at multi-tiered approach to

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instruction. She has 13 years of teaching experience. She serves on several district committees to increase her knowledge and stay connected to the needs of the community (Marketing, RCSSF Scholarship Foundation).

Teacher/School Leader(s) Demographic Data

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

The teaching experience of the staff ranges from many having 25 years or to a few with less than 5 years. Most have 6 to 24 years of teaching experience. This should have a positive impact on student achievement because they have the skills to deliver the instruction and strong classroom management.

0 - 5 years - 1

6 - 15 years - 11

16 - 25 years - 7

25 or more - 6

Teacher/School Leader(s) Demographic Data

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

The administrator was absent 14.5 days. 10 were due to professional learning (Facilitators of School Improvement, Leadership Learning, Capturing Kids' Hearts). Due to the high structure of the instruction and having a teacher in charge to supervise when out this did not have a high impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

2015-2016

Sick/Personal - 93

Conference - 13

Students benefit from instruction from their regular classroom teacher. 80% of teacher absences were due to illness/personal reasons. This may affect students although the plans left continue the Reading Mastery and Connecting Math Concepts lessons.

Teacher/School Leader(s) Demographic Data

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

When teachers are absent it impacts student achievement due to lack of consistency for students. The district awards teachers with a

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bonus for perfect attendance and a luncheon. A program to reward teachers for good attendance at the building level might be considered for the future.

Process Data

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

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

Strengths - Curriculum, Leadership, and Organization Management

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

Challenges - Instruction, Assessment, and Communication

12. How might these challenges impact student achievement?

The need to look at increasing the rigor of instruction is necessary to improve student achievement.

We need to look at how we are assessing students and make sure that we triangulate the data to improve student achievement.

The school must reach out to all stakeholders in the building and make sure that all information is being communicated effectively.

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

Professional development opportunities and meetings need to focus on refining the skills that were previously introduced now that teachers are implementing these strategies with students.

Time to develop ongoing assessments and analyze the results needs to be incorporated into future plans.

The school and staff need to reach out and utilize communication tools that are available as resources.

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

We have a Child Study process to identify students struggling with the core curriculum. Strategies are identified and action plans created to help these students succeed. If there is a greater/continued need for support they may be referred to Special Education.

Title I funds support these students through technology initiatives and Reading Connections Newsletter.

Afterschool Program for 31a students.

A year round program is available to all students.

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

Afterschool program in Reading for grades 1-5

Year-Round Extended Year Program grades K-5.

E-Book Application

Link to NWEA MAP Reading and Math Websites to improve RIT scores

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

Afterschool Program students were identified using the bottom 30% in reading according to the NWEA MAP Testing scores. All students met 31A criteria. Parents were notified of the opportunity through a permission slip and phone calls.

The other Extended Learning Opportunities are available to all students.

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

Teachers are required to list standards addressed in their instruction in their lesson plans. Principal walkthrough observations note whether these are included and a record is kept through Planbook.com.

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

Not applicable

Achievement/Outcome Data

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

19a. Reading- Strengths

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

3rd grade ELA

Statewide Statewide 50.10% 24.70% 25.30% 25.90% 24.10% 107,178

ISD Macomb ISD 47.60% 21.90% 25.70% 29.10% 23.30% 9,443

District Roseville Community Schools 27.80% 9.90% 17.90% 32.10% 40.10% 374

School Kaiser Elementary School 22.90% 5.70% 17.10% 57.10% 20.00% 35

4th ELA

Statewide Statewide 46.60% 22.10% 24.50% 22.70% 30.70% 105,981

ISD Macomb ISD 44.90% 19.60% 25.20% 25.70% 29.50% 9,262

District Roseville Community Schools 35.60% 13.80% 21.90% 24.60% 39.80% 334

School Kaiser Elementary School 27.60% 6.90% 20.70% 31.00% 41.40% 29

5th grade Reading

Statewide Statewide 48.70% 16.50% 32.20% 23.90% 27.40% 109,002

ISD Macomb ISD 48.00% 15.40% 32.60% 24.80% 27.20% 9,844

District Roseville Community Schools 30.00% 7.20% 22.90% 28.10% 41.90% 363

School Kaiser Elementary School 17.40% 0% 17.40% 30.40% 52.20% 46

3rd grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 10.70% 0% 10.70% 64.30% 25.00% 28

Kaiser Elementary School Not Economically Disadvantaged ELA 71.40% 28.60% 42.90% 28.60% 0% 7

4th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 25.00% 5.00% 20.00% 35.00% 40.00% 20

Kaiser Elementary School Not Economically Disadvantaged ELA 33.30% 11.10% 22.20% 22.20% 44.40% 9

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5th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 18.90% 0% 18.90% 21.60% 59.50% 37

Kaiser Elementary School Not Economically Disadvantaged ELA 11.10% 0% 11.10% 66.70% 22.20% 9

5th Grade Reading

Strengths: Much success in 5th grade reading. 64% of students met their map growth goals and the 5th grade grew at an overall rate of 122% of one year's growth. Many students in high achievement high growth category.

Subgroups: Subgroups did equally well in growth and high achievement.

4th Grade Reading

Strengths: None

Subgroups: All subgroups remained in the low achievement area.

3rd Grade Reading

Strengths: Reading students are placed evenly across low and high achievement categories.

Subgroups: There are no subgroups in high achievement category but have shown growth from low achievement low growth to high achievement high growth. Subgroups map growth was only 30 of one year's growth.

2nd Grade Reading

Strengths: 20% of students moved to high achievement.

Subgroups: The growth rate for subgroups slightly lower than the overall growth rate.

1st Grade Reading

Strengths: 25% of students move to high growth rates from low achievement low growth.

Subgroups: Subgroups fared better with 42% meeting growth projections and 85% of one year's growth.

Kindergarten Reading

Strengths: 34% of students met their growth projections and the class achieved 83% of one year's growth.

19b. Reading- Challenges

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

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4th grade ELA - ED

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4th grade - Challenges: A high number of students underperformed in math. Only 21% of students met the growth projection and the total growth was only 62% of one year's growth. Many students started in the low achievement low growth area and never improved.

3rd grade - Challenges: 41% of students met the growth projection and the overall growth was 67% of one year's growth.

2nd grade - Challenges: 25% of students met the growth projection and the overall growth was 63% of one year's growth. Most students remained in low achievement low growth.

1st grade - Challenges: Only 23% of students met the growth projection and achieved 70% overall of one year's growth.

Kindergarten - Challenges: Most students remained in the low achievement.

19c. Reading- Trends

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Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

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School Kaiser Elementary School 17.40% 0% 17.40% 30.40% 52.20% 46

3rd grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 10.70% 0% 10.70% 64.30% 25.00% 28

Kaiser Elementary School Not Economically Disadvantaged ELA 71.40% 28.60% 42.90% 28.60% 0% 7

4th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 25.00% 5.00% 20.00% 35.00% 40.00% 20

Kaiser Elementary School Not Economically Disadvantaged ELA 33.30% 11.10% 22.20% 22.20% 44.40% 9

5th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 18.90% 0% 18.90% 21.60% 59.50% 37

Kaiser Elementary School Not Economically Disadvantaged ELA 11.10% 0% 11.10% 66.70% 22.20% 9

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

School Improvement Plan

Kaiser Elementary School

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The School Improvement Plan addresses the challenges with the implementation of the Direct Instruction Reading Mastery Program Kindergarten through 5th grade. The plan includes Professional Development with initial training and ongoing coaching and support. There is also additional support through the Literacy Coach, Instructional Aide and Afterschool Reading Program.

20a. Writing- Strengths

Our writing program has transitioned in the last few years from Being a Writer to integrated into the Reading Mastery/Language program for students. The program has built in assessments and remedies that ensure students do not move on until mastered. Although the upper elementary teachers report that there are lessons in the writing process the lower elementary teachers would like to see more foundation skills.

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

3rd grade ELA

Statewide Statewide 50.10% 24.70% 25.30% 25.90% 24.10% 107,178

ISD Macomb ISD 47.60% 21.90% 25.70% 29.10% 23.30% 9,443

District Roseville Community Schools 27.80% 9.90% 17.90% 32.10% 40.10% 374

School Kaiser Elementary School 22.90% 5.70% 17.10% 57.10% 20.00% 35

4th ELA

Statewide Statewide 46.60% 22.10% 24.50% 22.70% 30.70% 105,981

ISD Macomb ISD 44.90% 19.60% 25.20% 25.70% 29.50% 9,262

District Roseville Community Schools 35.60% 13.80% 21.90% 24.60% 39.80% 334

School Kaiser Elementary School 27.60% 6.90% 20.70% 31.00% 41.40% 29

5th grade Reading

Statewide Statewide 48.70% 16.50% 32.20% 23.90% 27.40% 109,002

ISD Macomb ISD 48.00% 15.40% 32.60% 24.80% 27.20% 9,844

District Roseville Community Schools 30.00% 7.20% 22.90% 28.10% 41.90% 363

School Kaiser Elementary School 17.40% 0% 17.40% 30.40% 52.20% 46

3rd grade ELA - ED

School Improvement Plan

Kaiser Elementary School

Kaiser Elementary School Economically Disadvantaged ELA 10.70% 0% 10.70% 64.30% 25.00% 28

Kaiser Elementary School Not Economically Disadvantaged ELA 71.40% 28.60% 42.90% 28.60% 0% 7

4th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 25.00% 5.00% 20.00% 35.00% 40.00% 20

Kaiser Elementary School Not Economically Disadvantaged ELA 33.30% 11.10% 22.20% 22.20% 44.40% 9

5th grade ELA - ED

Kaiser Elementary School Economically Disadvantaged ELA 18.90% 0% 18.90% 21.60% 59.50% 37

Kaiser Elementary School Not Economically Disadvantaged ELA 11.10% 0% 11.10% 66.70% 22.20% 9

20b. Writing- Challenges

Our writing program has transitioned in the last few years from Being a Writer to integrated into the Reading Mastery/Language program for students. The program has built in assessments and remedies that ensure students do not move on until Although the upper elementary teachers report that there are lessons in the writing process the lower elementary teachers would like to see more foundational skills.

20c. Writing- Trends

Our writing program has transitioned in the last few years from Being a Writer to integrated into the Reading Mastery/Language program for students. The program has built in assessments and remedies that ensure students do not move on until Although the upper elementary teachers report that there are lessons in the writing process the lower elementary teachers would like to see more foundation skills.

20d. Writing- Summary

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

The School Improvement Plan includes the use of Writing Tracker in grades 2nd - 5th and mini lessons to introduce skills needed in later years in Kindergarten - 1st grade. Writing lessons are also included in the Language portion of the Reading Mastery program.

21a. Math- Strengths

School Improvement Plan

Kaiser Elementary School

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

3rd grade Math

Statewide Statewide 48.80% 17.70% 31.10% 27.70% 23.50% 107,488

ISD Macomb ISD 49.10% 16.70% 32.40% 28.10% 22.80% 9,457

District Roseville Community Schools 25.30% 1.90% 23.50% 38.10% 36.50% 375

School Kaiser Elementary School 34.30% 2.90% 31.40% 40.00% 25.70% 35

4th grade math

Statewide Statewide 41.40% 15.30% 26.10% 34.40% 24.20% 106,231

ISD Macomb ISD 39.30% 12.20% 27.00% 38.50% 22.30% 9,271

District Roseville Community Schools 11.30% 2.40% 9.00% 42.70% 46.00% 335

School Kaiser Elementary School 6.90% 0% 6.90% 44.80% 48.30% 29

5th grade math

Statewide Statewide 33.40% 15.60% 17.80% 30.70% 35.90% 109,155

ISD Macomb ISD 33.50% 14.40% 19.20% 32.50% 34.00% 9,852

District Roseville Community Schools 14.00% 3.60% 10.40% 32.70% 53.30% 364

School Kaiser Elementary School 13.00% 6.50% 6.50% 30.40% 56.50% 46

3rd grade Math - ED

Kaiser Elementary School Economically Disadvantaged 17.90% 0.00% 18% 50.00% 32.10% 28

Kaiser Elementary School Not Economically Disadvantaged 100.00% 14.30% 85.70% 0.00% 0.00% 7

4th grade math - ED

Kaiser Elementary School Economically Disadvantaged 5.00% 0% 5.00% 35.00% 60.00% 20

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 66.70% 22.20% 9

5th grade math - ED

Kaiser Elementary School Economically Disadvantaged 13.50% 8.10% 5.40% 29.70% 56.80% 37

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 33.30% 55.60% 9

5th Grade Math Strengths: Half of all students met or exceeded the MAP benchmark of 50 % one year's growth. The 5th grade grew at an overall rate of 98% of one year's growth. Many students moved from low achievement low growth to low achievement high growth.

4th Grade Math Strengths: A small percentage of students were able to move to the high achievement high growth level.

3rd Grade Math Strengths: About 30% of 3rd grade students moved up from low achievement low growth to low achievement high growth and high achievement low growth to high achievement high growth. Minorities were in low achievement low growth and low achievement high growth categories.

2nd Grade Math Strengths: Great growth in 2nd grade math. 68% of students met the growth projection and the overall growth was 116% of one year's growth. 75% of the students have moved to high growth rate. 85% of minorities are in low achievement high growth or high

School Improvement Plan

Kaiser Elementary School

achievement high growth.

1st Grade Math Strengths: About 33% of the students moved to high growth rates from low achievement low growth.

Kindergarten Math Strengths: 61% of students met their growth projections and the class achieved 106% of one year's growth. Many students moved to high achievement high growth.

21b. Math- Challenges

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

3rd grade Math

Statewide Statewide 48.80% 17.70% 31.10% 27.70% 23.50% 107,488

ISD Macomb ISD 49.10% 16.70% 32.40% 28.10% 22.80% 9,457

District Roseville Community Schools 25.30% 1.90% 23.50% 38.10% 36.50% 375

School Kaiser Elementary School 34.30% 2.90% 31.40% 40.00% 25.70% 35

4th grade math

Statewide Statewide 41.40% 15.30% 26.10% 34.40% 24.20% 106,231

ISD Macomb ISD 39.30% 12.20% 27.00% 38.50% 22.30% 9,271

District Roseville Community Schools 11.30% 2.40% 9.00% 42.70% 46.00% 335

School Kaiser Elementary School 6.90% 0% 6.90% 44.80% 48.30% 29

5th grade math

Statewide Statewide 33.40% 15.60% 17.80% 30.70% 35.90% 109,155

ISD Macomb ISD 33.50% 14.40% 19.20% 32.50% 34.00% 9,852

District Roseville Community Schools 14.00% 3.60% 10.40% 32.70% 53.30% 364

School Kaiser Elementary School 13.00% 6.50% 6.50% 30.40% 56.50% 46

3rd grade Math - ED

Kaiser Elementary School Economically Disadvantaged 17.90% 0.00% 18% 50.00% 32.10% 28

Kaiser Elementary School Not Economically Disadvantaged 100.00% 14.30% 85.70% 0.00% 0.00% 7

4th grade math - ED

Kaiser Elementary School Economically Disadvantaged 5.00% 0% 5.00% 35.00% 60.00% 20

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 66.70% 22.20% 9

5th grade math - ED

School Improvement Plan

Kaiser Elementary School

Kaiser Elementary School Economically Disadvantaged 13.50% 8.10% 5.40% 29.70% 56.80% 37

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 33.30% 55.60% 9

5th grade - Challenges: There are no minorities in the high achievement category.

Subgroups: Minority students were close to the benchmark at 44% growth and did move from low achievement low growth to high achievement high growth.

4th grade - Challenges: A high number of students underperformed in math. Only 21% of students met the growth projection and the total growth was only 62% of one year's growth. Many students started in the low achievement low growth area and never improved.

Subgroups: All subgroups remained in the low achievement low growth area.

3rd grade - Challenges: 30% of students met the growth projection and the overall growth was 63% of one year's growth. Minorities were about the same rate.

Subgroups: Minorities were in low achievement low growth and low achievement high growth categories

2nd Grade Math

Strengths: Great growth in 2nd grade math. 68% of students met the growth projection and the overall growth was 116% of one year's growth. 75% of the students have moved to high growth rate. 85% of minorities are in low achievement high growth or high achievement high growth.

Challenges:

Subgroups: Subgroups scored and grew equally as well in all areas and most moved to high growth

1st grade - Challenges: 37% of students met the growth projection with 50% being a MAP minimum benchmark and an overall growth rate of 79% of one year's growth.

Subgroups: The subgroups MAP results mirror the overall results.

Kindergarten - Challenges: A few of students did not move from bottom of low achievement low growth.

21c. Math- Trends

Effective September 2015 the district adopted NWEA MAP testing to replace AIMSWeb testing at the elementary level. Due to this we are not able to analyze trends from year to year at this time. M-STEP 2014-2015 data showed that students are below district and state levels in reading at all grade levels.

3rd grade Math

Statewide Statewide 48.80% 17.70% 31.10% 27.70% 23.50% 107,488

ISD Macomb ISD 49.10% 16.70% 32.40% 28.10% 22.80% 9,457

District Roseville Community Schools 25.30% 1.90% 23.50% 38.10% 36.50% 375

School Kaiser Elementary School 34.30% 2.90% 31.40% 40.00% 25.70% 35

4th grade math

Statewide Statewide 41.40% 15.30% 26.10% 34.40% 24.20% 106,231

School Improvement Plan

Kaiser Elementary School

ISD Macomb ISD 39.30% 12.20% 27.00% 38.50% 22.30% 9,271

District Roseville Community Schools 11.30% 2.40% 9.00% 42.70% 46.00% 335

School Kaiser Elementary School 6.90% 0% 6.90% 44.80% 48.30% 29

5th grade math

Statewide Statewide 33.40% 15.60% 17.80% 30.70% 35.90% 109,155

ISD Macomb ISD 33.50% 14.40% 19.20% 32.50% 34.00% 9,852

District Roseville Community Schools 14.00% 3.60% 10.40% 32.70% 53.30% 364

School Kaiser Elementary School 13.00% 6.50% 6.50% 30.40% 56.50% 46

3rd grade Math - ED

Kaiser Elementary School Economically Disadvantaged 17.90% 0.00% 18% 50.00% 32.10% 28

Kaiser Elementary School Not Economically Disadvantaged 100.00% 14.30% 85.70% 0.00% 0.00% 7

4th grade math - ED

Kaiser Elementary School Economically Disadvantaged 5.00% 0% 5.00% 35.00% 60.00% 20

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 66.70% 22.20% 9

5th grade math - ED

Kaiser Elementary School Economically Disadvantaged 13.50% 8.10% 5.40% 29.70% 56.80% 37

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 33.30% 55.60% 9

21d. Math- Summary

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

The School Improvement Plan includes the implementation of a Direct Instruction program (Connecting Math Concepts) including Professional Development in the form of initial training and ongoing support of coaches. The plan also includes the use of a Data Coach to progress monitor in the area of math.

22a. Science- Strengths

4th grade students scored below district, county and state averages.

4th grade science

Statewide Statewide 12.40% 5.80% 6.50% 30.50% 57.10% 105,979

ISD Macomb ISD 10.50% 4.70% 5.80% 30.60% 58.90% 9,261

School Improvement Plan

Kaiser Elementary School

District Roseville Community Schools 4.80% 1.80% 3.00% 23.30% 71.90% 331

School Kaiser Elementary School 3.60% 3.60% 0% 25.00% 71.40% 28

4th grade Science - ED

Kaiser Elementary School Economically Disadvantaged 0% 0% 0% 21.10% 79.00% 19

Kaiser Elementary School Not Economically Disadvantaged 11.10% 11.10% 0% 33.30% 55.60% 9

22b. Science- Challenges

4th grade students scored below district, county and state averages.

4th grade science

Statewide Statewide 12.40% 5.80% 6.50% 30.50% 57.10% 105,979

ISD Macomb ISD 10.50% 4.70% 5.80% 30.60% 58.90% 9,261

District Roseville Community Schools 4.80% 1.80% 3.00% 23.30% 71.90% 331

School Kaiser Elementary School 3.60% 3.60% 0% 25.00% 71.40% 28

4th grade Science - ED

Kaiser Elementary School Economically Disadvantaged 0% 0% 0% 21.10% 79.00% 19

Kaiser Elementary School Not Economically Disadvantaged 11.10% 11.10% 0% 33.30% 55.60% 9

22c. Science- Trends

4th grade students scored below district, county and state averages.

4th grade science

Statewide Statewide 12.40% 5.80% 6.50% 30.50% 57.10% 105,979

ISD Macomb ISD 10.50% 4.70% 5.80% 30.60% 58.90% 9,261

District Roseville Community Schools 4.80% 1.80% 3.00% 23.30% 71.90% 331

School Kaiser Elementary School 3.60% 3.60% 0% 25.00% 71.40% 28

4th grade Science - ED

Kaiser Elementary School Economically Disadvantaged 0% 0% 0% 21.10% 79.00% 19

Kaiser Elementary School Not Economically Disadvantaged 11.10% 11.10% 0% 33.30% 55.60% 9

22d. Science- Summary

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

There is a need to look at the Next Generation Science Standards. The current School Improvement Plan includes using Classroom

School Improvement Plan

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Instruction that Works strategies during science instruction to support students. Students in 3rd and 4th grade also receive a science enrichment class each week.

23a. Social Studies- Strengths

5th grade students performed below district, county and state averages in social studies.

5th grade Social Studies

Statewide Statewide 22.20% 3.60% 18.70% 58.10% 19.70% 109,113

ISD Macomb ISD 18.40% 2.30% 16.10% 62.50% 19.20% 9,842

District Roseville Community Schools 11.60% 0.80% 10.80% 64.60% 23.80% 362

School Kaiser Elementary School 8.90% 2.20% 6.70% 55.60% 35.60% 45

23b. Social Studies- Challenges

5th grade students performed below district, county and state averages in social studies.

5th grade Social Studies

Statewide Statewide 22.20% 3.60% 18.70% 58.10% 19.70% 109,113

ISD Macomb ISD 18.40% 2.30% 16.10% 62.50% 19.20% 9,842

District Roseville Community Schools 11.60% 0.80% 10.80% 64.60% 23.80% 362

School Kaiser Elementary School 8.90% 2.20% 6.70% 55.60% 35.60% 45

23c. Social Studies- Trends

5th grade students performed below district, county and state averages in social studies.

5th grade Social Studies

Statewide Statewide 22.20% 3.60% 18.70% 58.10% 19.70% 109,113

ISD Macomb ISD 18.40% 2.30% 16.10% 62.50% 19.20% 9,842

District Roseville Community Schools 11.60% 0.80% 10.80% 64.60% 23.80% 362

School Kaiser Elementary School 8.90% 2.20% 6.70% 55.60% 35.60% 45

23d. Social Studies- Summary

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

Social Studies is an area of high concern. A plan to departmentalize for the 2016-2017 will allow us to increase the amount of time on Social

Studies instruction.

Perception Data

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

24a. Student Perception Data

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

Most of the students answered that they agreed with the items (a few exceptions are noted in the next answer). Some of the questions that had the highest level of satisfaction. Students identified that teachers want students to learn and they are treated fairly.

24b. Student Perception Data

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

According to the survey the lowest level of satisfaction among students was that students treat adults with respect and that teachers ask my family to come to school activities.

24c. Student Perception Data

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

Next year our school improvement plan will include training for Capturing Kids' Hearts to improve the area of student respect towards teachers and adults.

25a. Parent/Guardian Perception Data

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

We administered a Parent Survey in Fall 2015. 40 parents completed the survey. 62% strongly agree that the school's purpose statement is clearly stated. 55% strongly agree that the purpose statement is reviewed/revised with input from parents. 54% strongly agree that the school has established goals. 63% strongly agree that leadership is responsible and functions effectively.

61% of parents strongly agree teachers are doing a good job and are pleased. 68% strongly agree that the school provides a qualified staff and adequate supply of learning resources.

25b. Parent/Guardian Perception Data

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

We administered a Parent Survey in Fall 2015. 44 parents responded to the survey. Most of the questions received "agree" or "strongly agree" responses.

25c. Parent/Guardian Perception Data

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

Our current School Improvement Plan/Title I plan addresses how we will integrate technology into instruction.

26a. Teacher/Staff Perception Data

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

Staff members completed the Staff Survey in November 2015.

26b. Teacher/Staff Perception Data

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

15 teachers took the Staff Survey in November 2015. The following question had the most "disagree" responses:

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

26c. Teacher/Staff Perception Data

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

Similar to the results of the School Systems Review staff would like time to collaborate using Professional Learning Communities to discuss instruction and assessment and make decisions based on the results.

27a. Stakeholder/Community Perception Data

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

The superintendent hosts meetings with the clergy and realtors in the community. During these meetings the superintendent informs the leaders of what is happening in the district and leaders are asked to communicate how the schools can help support their activities.

27b. Stakeholder/Community Perception Data

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

The superintendent hosts meetings with the clergy and realtors in the community. During these meetings the superintendent informs the leaders of what is happening in the district and leaders are asked to communicate how the schools can help support their activities.

27c. Stakeholder/Community Perception Data

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

We see a need to develop a common survey for stakeholders in the community to complete in order to assess their satisfaction with our schools.

Summary

28a. Summary

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

Over the past four years our school has made a commitment to Direct Instruction, collecting and analyzing data and adjusting instruction accordingly. Time and resources have been devoted to support DI through professional development, staff meetings, coaching opportunities and data collection and analysis. The school is MAP testing and the assessments built into the programs (mastery tests, fluency check outs, curriculum based assessments) to assess the success of DI. Data shows that the students are making gains in reading and math. The staff, student and parent data reflect that there is satisfaction overall in the direction the school is heading.

Our biggest challenge is time. Due to the time needed for the DI programs other content areas are not covered to the degree we would like to see. Implementing Classroom Instruction that Works is left to these subjects and a lack of time affects our implementation of these strategies.

28b. Summary

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

There is a high transient population that affects our ability to assess the success of programs because students do not always attend for a full academic year. Time for instruction in some content areas was a challenge and this has an obvious effect on student achievement.

28c. Summary

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

We will continue to monitor students in reading and math which allows us to monitor students who are coming and going from the school. There is a need to look at the school schedule and determine what activities can be eliminated to create more time for the other content areas. We are moving to departmentalizing in 2016-2017 to allow for more time in core content areas and to allow educators to become experts in their subjects. We also need to look at ways to utilize support staff to give students who are struggling more intervention.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Kindergarten students are also assessed. NWEA Measures of Academic Progress is the instrument used three times per year. M-STEP assessment is given in grades 3-5. Assessments included in the Reading Mastery (Curriculum Based Assessments, Fluency Check Outs, Mastery Tests) and Connecting Math Concepts (Mastery Tests, Curriculum Based Assessments) are also used throughout the year.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rcs.misd.net/assets/kaiser-aer.pdf	

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

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

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

School Improvement Plan

Kaiser Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rebecca Vasil - Deputy Superintendent - 18975 Church Roseville, MI 48066 586-445-5513	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Please see attached	Title I Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

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 2015-2016 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 only exception was 3rd grade reading where students scored above the district average. 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.

We are reviewing data from student, parent, and staff surveys. Reviewing state and local assessments show that our students are not proficient in all content areas.

3rd grade Math

Statewide Statewide 48.80% 17.70% 31.10% 27.70% 23.50% 107,488

ISD Macomb ISD 49.10% 16.70% 32.40% 28.10% 22.80% 9,457

District Roseville Community Schools 25.30% 1.90% 23.50% 38.10% 36.50% 375

School Kaiser Elementary School 34.30% 2.90% 31.40% 40.00% 25.70% 35

3rd grade Reading

Statewide Statewide 50.10% 24.70% 25.30% 25.90% 24.10% 107,178

ISD Macomb ISD 47.60% 21.90% 25.70% 29.10% 23.30% 9,443

District Roseville Community Schools 27.80% 9.90% 17.90% 32.10% 40.10% 374

School Kaiser Elementary School 22.90% 5.70% 17.10% 57.10% 20.00% 35

4th grade math

Statewide Statewide 41.40% 15.30% 26.10% 34.40% 24.20% 106,231

ISD Macomb ISD 39.30% 12.20% 27.00% 38.50% 22.30% 9,271

District Roseville Community Schools 11.30% 2.40% 9.00% 42.70% 46.00% 335

School Kaiser Elementary School 6.90% 0% 6.90% 44.80% 48.30% 29

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Kaiser Elementary School

4th Reading

Statewide Statewide 46.60% 22.10% 24.50% 22.70% 30.70% 105,981

ISD Macomb ISD 44.90% 19.60% 25.20% 25.70% 29.50% 9,262

District Roseville Community Schools 35.60% 13.80% 21.90% 24.60% 39.80% 334

School Kaiser Elementary School 27.60% 6.90% 20.70% 31.00% 41.40% 29

4th grade science

Statewide Statewide 12.40% 5.80% 6.50% 30.50% 57.10% 105,979

ISD Macomb ISD 10.50% 4.70% 5.80% 30.60% 58.90% 9,261

District Roseville Community Schools 4.80% 1.80% 3.00% 23.30% 71.90% 331

School Kaiser Elementary School 3.60% 3.60% 0% 25.00% 71.40% 28

5th grade Reading

Statewide Statewide 48.70% 16.50% 32.20% 23.90% 27.40% 109,002

ISD Macomb ISD 48.00% 15.40% 32.60% 24.80% 27.20% 9,844

District Roseville Community Schools 30.00% 7.20% 22.90% 28.10% 41.90% 363

School Kaiser Elementary School 17.40% 0% 17.40% 30.40% 52.20% 46

5th grade math

Statewide Statewide 33.40% 15.60% 17.80% 30.70% 35.90% 109,155

ISD Macomb ISD 33.50% 14.40% 19.20% 32.50% 34.00% 9,852

District Roseville Community Schools 14.00% 3.60% 10.40% 32.70% 53.30% 364

School Kaiser Elementary School 13.00% 6.50% 6.50% 30.40% 56.50% 46

5th grade Social Studies

Statewide Statewide 22.20% 3.60% 18.70% 58.10% 19.70% 109,113

ISD Macomb ISD 18.40% 2.30% 16.10% 62.50% 19.20% 9,842

District Roseville Community Schools 11.60% 0.80% 10.80% 64.60% 23.80% 362

School Kaiser Elementary School 8.90% 2.20% 6.70% 55.60% 35.60% 45

3rd grade Math - ED

Kaiser Elementary School Economically Disadvantaged 17.90% 0.00% 18% 50.00% 32.10% 28

Kaiser Elementary School Not Economically Disadvantaged 100.00% 14.30% 85.70% 0.00% 0.00% 7

3rd grade Reading - ED

Kaiser Elementary School Economically Disadvantaged ELA 10.70% 0% 10.70% 64.30% 25.00%

Kaiser Elementary School Not Economically Disadvantaged ELA 71.40% 28.60% 42.90% 28.60% 0%

4th grade math - ED

Kaiser Elementary School Economically Disadvantaged 5.00% 0% 5.00% 35.00% 60.00% 20

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 66.70% 22.20% 9

4th grade reading - ED

Kaiser Elementary School Economically Disadvantaged ELA 25.00% 5.00% 20.00% 35.00% 40.00%

Kaiser Elementary School Not Economically Disadvantaged ELA 33.30% 11.10% 22.20% 22.20% 44.40%

4th grade Science - ED

Kaiser Elementary School Economically Disadvantaged 0% 0% 0% 21.10% 79.00% 19

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Kaiser Elementary School Not Economically Disadvantaged 11.10% 11.10% 0% 33.30% 55.60% 9

5th grade math - ED

Kaiser Elementary School Economically Disadvantaged 13.50% 8.10% 5.40% 29.70% 56.80% 37

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 33.30% 55.60% 9

5th grade Social Studies -ED

Kaiser Elementary School Economically Disadvantaged 8.30% 2.80% 5.60% 50.00% 41.70% 36

Kaiser Elementary School Not Economically Disadvantaged 11.10% 0% 11.10% 77.80% 11.10% 9

Map Data Analysis Spring 2016 Kaiser Elementary School

5th Grade Math

Strengths: Half of all students met or exceeded the MAP benchmark of 50 % one year's growth. The 5th grade grew at an overall rate of 98% of one year's growth. Many students moved from low achievement low growth to low achievement high growth.

Challenges: There are no minorities in the high achievement category.

Subgroups: Minority students were close to the benchmark at 44% growth and did move from low achievement low growth to high achievement high growth.

5th Grade Reading

Strengths: Much success in 5th grade reading. 64% of students met their map growth goals and the 5th grade grew at an overall rate of 122% of one year's growth. Many students in high achievement high growth category.

Challenges: About 25% of the students did not move from low achievement low growth.

Subgroups: Subgroups did equally well in growth and high achievement.

4th Grade Math

Strengths: A small percentage of students were able to move to the high achievement high growth level.

Challenges: A high number of students underperformed in math. Only 21% of students met the growth projection and the total growth was only 62% of one year's growth. Many students started in the low achievement low growth area and never improved.

Subgroups: All subgroups remained in the low achievement low growth area.

4th Grade Reading

Strengths: None

Challenges: A disturbing number of students underperformed in reading. Only 16% of the students met the growth projection and total growth was actually a negative 8% of one year's growth. It is unusual to see students actually know less in the spring than they did when they started in the fall.

Subgroups: All subgroups remained in the low achievement area.

3rd Grade Math

Strengths: About 30% of 3rd grade students moved up from low achievement low growth to low achievement high growth and high achievement low growth to high achievement high growth. Minorities were in low achievement low growth and low achievement high growth categories.

Challenges: 30% of students met the growth projection and the overall growth was 63% of one year's growth. Minorities were about the same rate.

Subgroups: Minorities were in low achievement low growth and low achievement high growth categories

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3rd Grade Reading

Strengths: Reading students are placed evenly across low and high achievement categories.

Challenges: 41% of students met the growth projection and the overall growth was 67% of one year's growth.

Subgroups: There are no subgroups in high achievement category but have shown growth from low achievement low growth to high achievement high growth. Subgroups map growth was only 30 of one year's growth.

2nd Grade Math

Strengths: Great growth in 2nd grade math. 68% of students met the growth projection and the overall growth was 116% of one year's growth. 75% of the students have moved to high growth rate. 85% of minorities are in low achievement high growth or high achievement high growth.

Challenges:

Subgroups: Subgroups scored and grew equally as well in all areas and most moved to high growth

2nd Grade Reading

Strengths: 20% of students moved to high achievement.

Challenges: 25% of students met the growth projection and the overall growth was 63% of one year's growth. Most students remained in low achievement low growth.

Subgroups: The growth rate for subgroups slightly lower than the overall growth rate.

1st Grade Math

Strengths: About 33% of the students moved to high growth rates from low achievement low growth.

Challenges: 37% of students met the growth projection with 50% being a MAP minimum benchmark and an overall growth rate of 79% of one year's growth.

Subgroups: The subgroups MAP results mirror the overall results.

1st Grade Reading

Strengths: 25% of students move to high growth rates from low achievement low growth.

Challenges: Only 23% of students met the growth projection and achieved 70% overall of one year's growth.

Subgroups: Subgroups fared better with 42% meeting growth projections and 85% of one year's growth.

Kindergarten Math

Strengths: 61% of students met their growth projections and the class achieved 106% of one year's growth. Many students moved to high achievement high growth.

Challenges: A few of students did not move from bottom of low achievement low growth.

Kindergarten Reading

Strengths: 34% of students met their growth projections and the class achieved 83% of one year's growth.

Challenges: Most students remained in the low achievement.

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 in 2015-2016. Key components of the model will be incorporated into our Reading, 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 used web based activities using a student's RIT score on MAP testing as a baseline.

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.

Students in self contained CI classrooms take the MI Access state assessment. Scores indicate proficient rankings therefore students' needs are being met. Data analysis of students in interventions are making gain at a more rapid rate.

Component 3: Instruction by Highly Qualified Staff

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

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

0-5 years of teaching experience - 2 staff

6-15 years of teaching experience - 10 staff

16-25 years of teaching experience - 6 staff

25 plus years of teaching experience 6 Staff

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 learning in Direct Instruction will continue in 2015-2016 through meetings with the Literacy Coach to discuss 2Inform data and current instructional practice. The Literacy Coach will use charts and pacing guides to determine if students need to be moved within the program.

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

The Literacy Coach will support the teachers in reading and math. They will meet with staff monthly to support the staff throughout the year. They will conference to review data in 2Inform. Staff will work collaboratively to support each other and the curriculum. Webinars related to Direct Instruction will be distributed to the staff when applicable.

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	Parents are provided with an annual (hard copy) report outlining student achievement results from state standardized assessments. The school principal presents a report of yearly progress during Curriculum night (scheduled the first week of September each year) and again at a PTO meeting early in the school year. This year the Annual Report was posted online in March 2016. Parents attend parent-teacher conferences and receive student report cards three times per year (outlining student achievement across the curriculum). We hosted a parent Title I meeting on October 8, 2015.	Parent Involvement Policy Title I Parent Meeting AER cover letter

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

The teachers at Kaiser Elementary talk to parents one on one during parent teacher conferences to review and discuss programs and student progress. The principal also reviews and discusses the school-parent compact during our annual Open House and our monthly PTO meetings in September. Title I Plan and budget were reviewed with parents on October 8, 2015.

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.

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		2015-2016 Title I Compact

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

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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?

At Kindergarten Round-Up, parents were provided with a packet of materials to help insure student readiness for kindergarten. Presentations are made by teachers and the principal to discuss readiness benchmarks and activities to support readiness at home.

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?

Students in all grades are placed by ability level in the Reading Mastery Program. They are taught with a direct instruction approach. Children in K-1 utilize the Waterford Learning Program, that is individualized to the student needs.

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.

Reading Mastery, Corrective Reading and Waterford all focus on the school wide goal to improve reading. In addition, Waterford has a math component as well.

*Title 1

*Title 2

31 - A funds

Title II

local building and budget allocation

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.

Students at Kaiser Elementary are supported daily in their efforts to be successful. The District Coordinator works with building administration, staff, and central office to organize the coordination of all federal, state, and local funding. The building administrator works with the Building SIP team, PTO, and the community partnerships to organize and coordinate funding and support our families in need. The district has a comprehensive breakfast and lunch program for all who qualify.

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 Reading, Writing, 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.

2016-2017 School Improvement Plan

Overview

Plan Name

2016-2017 School Improvement Plan

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 School will become proficient writers	Objectives: 1 Strategies: 7 Activities: 18	Academic	\$8024
2	All students at Kaiser Elementary School will become proficient in reading.	Objectives: 1 Strategies: 7 Activities: 28	Academic	\$306044
3	All students at Kaiser Elementary will be proficient in math.	Objectives: 1 Strategies: 7 Activities: 12	Academic	\$21784
4	All students will become proficient in science.	Objectives: 1 Strategies: 6 Activities: 13	Academic	\$1000
5	All students will become proficient in Social Studies	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$1000
6	All students at Kaiser Elementary will improve their behavior.	Objectives: 1 Strategies: 7 Activities: 10	Organizational	\$3000

Goal 1: All students at Kaiser Elementary School will become proficient writers

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/01/2024 as measured by state level assessment..

Strategy 1:

Direct Instruction - Teachers will deliver daily lessons from the Language portion of the Reading Mastery series. The lessons will be aligned according to grade level common core standards. Core lesson connections from the series will also supplement the tier I curriculum.

Category: English/Language Arts

Research Cited: <http://mhereseach.com/product.php>

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

Tier: Tier 1

Activity - Language Workbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign workbook pages in connection with daily lessons. Fidelity implementation will include documenting appropriate page checking protocols according to the program directions.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/01/2017	\$0	General Fund	Certified teachers
Activity - Reading Mastery Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff in grades K-5 will use Reading Mastery Language to improve grammar and usage in their daily writing lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/01/2017	\$3424	General Fund	All K-5 staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that switch grade levels will receive in district training.	Professional Learning	Tier 1	Implement	10/01/2015	06/01/2017	\$0	Title II Part A	Certified staff, district administration

Strategy 2:

Extended Learning Time - Teachers will provide extra time for students to write.

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Category:

Research Cited: The Fluent Writer by Roy Peter Clark

Tier: Tier 1

Activity - Writing Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will provide students time to write to a prompt, count their words and track progress by graphing.	Academic Support Program	Tier 1	Implement	10/05/2015	06/10/2016	\$0	General Fund	Teachers
Activity - Writing Tracker Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach will assist and support staff in the Writing Tracker Process.	Academic Support Program	Tier 1	Getting Ready	10/05/2015	06/10/2016	\$0	No Funding Required	Literacy Coach, Principal
Activity - Writing Tracker Pre Skills Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultant will model lessons for K-1 teachers on mini lessons for students to prepare for Writing Tracker in later grades.	Professional Learning	Tier 1	Getting Ready	12/04/2015	12/04/2015	\$100	General Fund	Consultant, Principal, K-1 Teachers
Activity - Writing Tracker Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect progress data on student writing fluency.	Other	Tier 1	Monitor	01/04/2016	06/10/2016	\$0	No Funding Required	Teachers, Principal, Literacy Coach
Activity - Model Writing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-1 will conduct mini lessons in writing skills.	Direct Instruction	Tier 1	Implement	12/07/2015	06/01/2017	\$100	Title II Part A	K-1 teachers

Strategy 3:

Classroom Instruction That Works - District professional development goals for the 2014-2015 school year will include training for all instructional staff 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.

School Improvement Plan

Kaiser Elementary School

Category:

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 and articulate objectives for writing lessons.	Direct Instruction	Tier 1	Implement	10/01/2015	06/01/2017	\$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 specific feedback that is timely, specific and corrective in nature during writing instruction.	Direct Instruction	Tier 1	Implement	10/05/2015	06/01/2017	\$0	No Funding Required	Teachers
Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce the effort of students during writing instruction.	Direct Instruction	Tier 1	Implement	10/01/2015	06/01/2017	\$0	No Funding Required	Teachers

Strategy 4:

Classroom Technology - Each classroom will have technology available to support instruction and support student achievement.

Category: Technology

Research Cited: <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Teaching-with-Interactive-Whiteboards.aspx>

The study results indicated that, in general, using interactive whiteboards was associated with a 16 percentile point gain in student achievement. This means that we can expect a student at the 50th percentile in a classroom without the technology to increase to the 66th percentile in a classroom using whiteboards.

Tier: Tier 1

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 writing instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$2000	Title I Part A	Principal, Teachers

School Improvement Plan

Kaiser Elementary School

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	09/12/2016	06/14/2017	\$700	Title I Part A	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 districtwide data system.

Tier: Tier 1

Activity - 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 in language and writing.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$1500	Title I Part D	Principal, 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	06/14/2017	\$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

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
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School Improvement Plan

Kaiser Elementary School

Staff will provide an English Language Learner tutor through the Macomb Intermediate School District.	Academic Support Program	Tier 3	Implement	10/03/2016	05/31/2017	\$0	No Funding Required	Principal, Teachers, MISD
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach 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	05/31/2017	\$0	No Funding Required	Literacy Coach

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 - Direct Instruction Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/28/2016	\$200	Title I Part A	Principal, Teachers, Literacy Coach

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

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading in English Language Arts by 06/01/2024 as measured by the state level assessment..

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>

School Improvement Plan

Kaiser Elementary School

<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	09/01/2015	06/01/2017	\$190700	General Fund, Title I Part A	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. Literacy Coach 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 3	Monitor	10/01/2015	06/01/2017	\$75000	Section 31a	Teachers and Literacy Coach
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	09/01/2015	06/01/2017	\$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	09/01/2015	06/01/2017	\$0	General Fund	Teachers
Activity - 2Inform 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	09/01/2015	06/01/2017	\$0	General Fund	Teachers, Literacy Coach, Principal, Special Ed Staff

School Improvement Plan

Kaiser Elementary School

Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will progress monitor instructional implementation and achievement data collection resources. ie: 2 Inform, MAP, Report Cards, etc.	Professional Learning	Tier 1	Monitor	10/01/2015	06/01/2017	\$0	Title II Part A	Principal, Teachers
Activity - Literacy Coach Support	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	09/01/2015	06/01/2017	\$0	Title I Part A	Literacy Coach
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	09/01/2015	06/09/2017	\$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	06/01/2017	\$0	Title II Part A	Principal, Teachers, Literacy Coach, Instructional Aide
Activity - NWEA/MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers or other staff will administer and review MAP benchmark testing three times per year.	Other	Tier 1	Evaluate	09/15/2015	06/01/2017	\$0	General Fund	Teachers, Principal, Data Coach
Activity - Direct Instruction Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Kaiser Elementary School

Parents will be invited to a Direct Instruction Parent Night to learn about our reading program and ask questions about the program.	Parent Involvement	Tier 1	Implement	12/07/2015	06/01/2017	\$18	Title I Part A	Principal, Literacy Coach, Teachers
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Strategy 2:

Classroom Instruction that Works - District professional development goals for the 2014-2015 school year will include training for all instructional staff 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 - Connecting Student Effort with Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/01/2015	06/01/2017	\$0	General Fund	Instructional staff

Activity - Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student feedback will be consistently provided by teachers during fluency checkouts, level completions, and daily work assignments, goodbye word lists, etc.	Direct Instruction	Tier 1	Implement	10/01/2014	06/01/2017	\$0	No Funding Required	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	06/01/2017	\$0	No Funding Required	Instructional staff

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

School Improvement Plan

Kaiser Elementary School

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	03/01/2016	03/01/2017	\$141	Title I Part A	Principal, Teachers
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	05/01/2017	\$10000	Section 31a	Certified staff
Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learner tutor will work with ELL students.	Academic Support Program	Tier 3	Implement	10/01/2015	05/01/2017	\$0	General Fund	ELL Tutor
Activity - Reading Mastery Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	12/17/2015	06/01/2017	\$701	Title I Part A	Teachers
Activity - 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.	Academic Support Program, Other - Intervention	Tier 2	Implement	10/03/2016	06/14/2017	\$22000	Title I Part A	Principal, Instructional Aide, Literacy Coach, Teachers

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

School Improvement Plan

Kaiser Elementary School

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) to enhance the learning environment.	Technology	Tier 1	Getting Ready	09/01/2015	06/01/2017	\$7484	Title I Part A	Principal, Teachers, Literacy Coach, Instructional Aide
Activity - Waterford	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will provide students time on Waterford program to practice reading skills.	Technology	Tier 1	Monitor	09/02/2015	06/01/2017	\$0	No Funding Required	Kindergarten teachers
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 writing instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title I Part A	Principal, Teachers
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	09/12/2016	06/14/2017	\$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 - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kaiser Elementary School

Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction in reading.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$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	06/14/2017	\$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

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	05/31/2017	\$0	No Funding Required	Principal, Teachers, MISD
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach 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	05/31/2017	\$0	No Funding Required	Literacy Coach

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 - Direct Instruction Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kaiser Elementary School

Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/28/2016	\$0	No Funding Required	Principal, Teachers, Literacy Coach
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Goal 3: All students at Kaiser Elementary will be proficient in math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in computation and problem solving in Mathematics by 06/01/2024 as measured by state level assessment.

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 2016/2017 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	Implement	10/01/2015	03/30/2017	\$21784	Title I Part A	Instructional Aide Teachers

Activity - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use this Connecting Math Concepts for core math instruction.	Direct Instruction	Tier 1	Implement	09/07/2015	05/19/2017	\$0	General Fund	Certified Staff

School Improvement Plan

Kaiser Elementary School

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 - 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	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers
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		09/12/2016	06/14/2017	\$0	No Funding Required	Teachers

Strategy 3:

Classroom Instruction That Works - District professional development for the 2014-2015 school year included training for all instructional staff 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 - Getting Ready, Implementation, Monitoring Impact and Fidelity of Adult Implementation for the 2016/2017.

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.	Direct Instruction	Tier 1	Implement	09/07/2015	05/26/2017	\$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	Getting Ready	09/07/2015	05/26/2017	\$0	No Funding Required	Teachers

School Improvement Plan

Kaiser Elementary School

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 - 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 in math.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$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	06/14/2017	\$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	05/31/2017	\$0	No Funding Required	Principal, Teachers, MISD

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kaiser Elementary School

Literacy Coach 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	05/31/2017	\$0	No Funding Required	Literacy Coach
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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 - Direct Instruction Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/30/2016	\$0	No Funding Required	Principal, Teachers, Literacy Coach

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	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	06/14/2017	\$0	No Funding Required	Principal, Instructional Aide, Literacy Coach, Teachers

Goal 4: All students will become proficient in science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science. in Science by 06/15/2024 as measured by state assessment.

School Improvement Plan

Kaiser Elementary School

Strategy 1:

Classroom Instruction That Works - During the 2014-2015 school year all instructional staff was trained in the nine 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 - Getting Ready, Implementation, Monitoring Impact and Fidelity of Adult Implementation for the 2016/2017 school year.

Category: Science

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 and articulate objectives for science lessons.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$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 specific feedback that is timely, specific and corrective in nature (rubrics).	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	No Funding Required	Teachers

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will reinforce the effort of students during science instruction.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cooperative learning strategies during science lessons.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	No Funding Required	Teachers

Strategy 2:

Extended Learning Time - Auxiliary teaching staff will provide extended science instruction.

Category: Science

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

Tier: Tier 1

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Activity - Science Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide science enrichment class to students in Kindergarten, 3rd and 4th grade 1 time per week.	Academic Support Program	Tier 1	Implement	09/08/2014	06/10/2017	\$0	General Fund	Auxiliary Staff

Activity - Detroit Zoo Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in 3rd grade will take a trip to the Detroit Zoo.	Field Trip	Tier 1	Implement	04/03/2017	05/19/2017	\$0	No Funding Required	Teachers

Strategy 3:

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	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use interactive whiteboards to support science instruction.	Technology	Tier 1		09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers

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	09/12/2016	06/14/2017	\$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

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use M-STEP data to guide instruction in science.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$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 results to guide instruction in science.	Teacher Collaboration	Tier 2	Monitor	05/25/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers, Data Coach

Strategy 5:

Developing the English Language Learner - 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	05/30/2017	\$0	No Funding Required	Principal, Teachers, MISD

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach 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	05/31/2017	\$0	No Funding Required	Literacy Coach

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 - Assembly/Activity	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 organize an assembly or activity that involves the community to enhance the science curriculum.	Other - Assembly/Activity	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Title I Part A	Principal, Teachers
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Goal 5: All students will become proficient in Social Studies

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all strands in social studies in Social Studies by 06/01/2024 as measured by the spring state assessment..

Strategy 1:

Classroom Instruction That Works - During the 2014-2015 school year all instructional staff was trained in the nine 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 - Getting Ready, Implementation, Monitoring Impact and Fidelity of Adult Implementation for the 2016/2017 year.

Category: Social Studies

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 and articulate objectives for social studies lessons.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$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 specific feedback that is timely, specific and corrective in nature (rubrics).	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	Other	Teachers

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will reinforce the effort of students during social studies instruction.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	Other	Teachers

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

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The teacher will use cooperative learning activities during social studies. Teachers will use cooperative learning strategies during social studies lessons.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	No Funding Required	Teachers
Activity - Oakland County Schools Social Studies Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers have been provided with a binder containing grade level social studies units.	Curriculum Development, Materials	Tier 1	Getting Ready	09/15/2015	06/01/2017	\$0	No Funding Required	All classroom teachers

Strategy 2:

Extended Learning Time - Teachers will provided extended learning opportunities to students through use of Parent Information Night for Kindergarten transition, 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 - Kindergarten Transition 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	03/31/2017	\$0	No Funding Required	Principal, Teachers
Activity - Mackinac Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan a trip to Mackinac Island for 4th and 5th grade students.	Field Trip	Tier 1	Implement	05/01/2017	05/31/2017	\$0	No Funding Required	Teachers

Strategy 3:

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

School Improvement Plan

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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 social studies instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers
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	09/12/2016	06/14/2017	\$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 - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use M-STEP data to guide instruction in social studies..	Other - Data Analysis	Tier 2	Monitor	09/30/2016	06/14/2017	\$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 results to guide instruction.	Teacher Collaboration	Tier 2		10/03/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers, Data Coach

Strategy 5:

Developing the English Language Learner - 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

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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	05/30/2017	\$0	No Funding Required	Principal, Teachers, MISD
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach 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	05/30/2017	\$0	No Funding Required	Literacy Coach

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 - Enrichment Assembly or Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will organize an assembly or activity to invite community stakeholders to school to enhance the social studies curriculum.	Other - Assembly/Activity	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Title I Part A	Principal, Teachers, Literacy Coach

Goal 6: All students at Kaiser Elementary will improve their behavior.

Measurable Objective 1:

demonstrate a behavior improve student behavior by 06/14/2017 as measured by referrals to the office.

Strategy 1:

Positive Behavioral Tier I Interventions and Supports - The use of PBIS (Positive Behavioral Interventions and Supports) by principal, teachers and support staff will provide a structure for recognizing the positive behaviors of students and provide interventions for those who need support/direction.

Category: School Culture

Research Cited: Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. Journal of Positive Behavior Interventions, 10, 105-114.

Benedict, E., Horner, R.H., & Squires, J. (2007). Assessment and implementation of Positive Behavior Support in preschools. Topics in Early Childhood Special

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Education, 27(3), 174-192.

Biglan, A. (1995). Translating what we know about the context of antisocial behavior in to a lower prevalence of such behavior. Journal of Applied Behavior Analysis, 28, 479-492.

Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). Application of economic analysis to school-wide positive behavior support programs. Journal of Positive Behavior Interventions.

Tier: Tier 1

Activity - Setting the Stage - PBIS Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teachers and support staff will set the stage for PBIS with students. Posters in all areas, "Classroom Specific Expectation Posters/Establish classroom rules, review them and reinforce when followed (Stay on-task, finish task before moving on, remain in seat...)" Classrooms PBIS Best Practices (pre-corrects, redirection, active supervision, building relationships).	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Title I Schoolwide	Principal, teachers, support staff
Activity - Tangible Acknowledgement System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tangible acknowledgement system (OWL tickets, PBS store). Principal, teachers and support staff will pass out OWL tickets, award Class Dojo points or provide specific classroom rewards when students exhibit desired behaviors included on PBS matrix. Rewards will also be given for the Principal's 200 Club and trimester awards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Title I Schoolwide	Principals, teachers, support staff
Activity - Positive Behavioral Tier I Interventions and Supports, Consequences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teachers and support staff will provide consequences when behavior expectations are not followed (Frequent communication with parents - behavior forms/calls, Loss of recess minutes, Private conference with the student in the hallway – what needs to change, how change can happen, Time-out areas, Think About It Form, Color coded slip system, Office referrals (conference with principal or peers, detentions (lunch or after school), suspensions).	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Title I Schoolwide	Principal, teachers, support staff

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Activity - Capturing Kids' Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Capturing Kids' Hearts training.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$1500	Title II Part A	Principal, teachers, support staff

Strategy 2:

Positive Behavioral Tier 2 Interventions and Supports, Tier II - When Tier I Supports and Interventions are not successful with students, Tier II Supports and Interventions will be used.

Category: School Culture

Research Cited: Chaparro, E., Ryan Jackson, K., Baker, S. & Smolkowski, K., (2012) Effective behavioural and instructional support systems: An integrated approach to behaviour and academic support at the district level, *Advances in School Mental Health Promotion*, 5:3, 161-176

Chapman, D., & Hofweber, C. (2000). Effective behavior support in British Columbia. *Journal of Positive Behavior Interventions*, 2(4), 235-237.

Chitiyo, M., May, M., & Chitiyo, G., (2012). An assessment of the evidence-base for school-wide positive behavior support. *Education and Treatment of Children*, 35(1) 1-24.

Coffey, J., & Horner, R., (2012). The sustainability of schoolwide positive behavior interventions and supports. *Exceptional Children*, 78(4) 407-422.

Tier: Tier 2

Activity - Positive Behavioral Tier 2 Interventions and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teachers and support staff will use Tier II supports and interventions (Behavior Plans, Interventions from PRIM (Pre-Referral Intervention Manual) , Tough Kid Toolbox, Mentoring) with students who need more support.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, teachers, support staff

Strategy 3:

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

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Activity - Pastries with the Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with parents/stakeholders to address building culture concerns.	Community Engagement	Tier 1	Monitor	10/03/2016	05/31/2017	\$0	No Funding Required	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 - 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		09/06/2016	06/14/2017	\$0	No Funding Required	Teachers

Strategy 5:

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

Activity - Data Driven Behavior System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Power School data to make decisions regarding behavior and classroom management systems.	Technology	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Teachers

Strategy 6:

Developing the English Language Learner - 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

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Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach 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	06/14/2017	\$0	No Funding Required	Literacy Coach

Strategy 7:

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 - Self Esteem After school Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and stakeholders will plan a series of after school sessions for students focusing on self-esteem and anti bullying issues.	Extra Curricular, Behavioral Support Program	Tier 2	Implement	10/03/2016	05/31/2017	\$500	Title I Part A	Principal, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction in language and writing.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$1500	Principal, Teachers, Data Coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading	Teachers will identify students struggling in current Reading Mastery level. Literacy Coach 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 3	Monitor	10/01/2015	06/01/2017	\$75000	Teachers and Literacy Coach
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	05/01/2017	\$10000	Certified staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/31/2017	\$0	Principal, Teachers, MISD
Mackinac Island	Staff will plan a trip to Mackinac Island for 4th and 5th grade students.	Field Trip	Tier 1	Implement	05/01/2017	05/31/2017	\$0	Teachers
Setting Objectives	Teachers will post and articulate objectives for social studies lessons.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	Teachers

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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	06/14/2017	\$0	Principal, Teachers, Data Coach
Moby Max	Teachers will use Mobly Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Monitor	09/12/2016	06/14/2017	\$0	Teachers
Mentoring	Literacy Coach 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	05/31/2017	\$0	Literacy Coach
Providing Feedback	Teachers will provide specific feedback that is timely, specific and corrective in nature (rubrics).	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	Teachers
Data Analysis	Teachers will use M-STEP data to guide instruction in social studies..	Other - Data Analysis	Tier 2	Monitor	09/30/2016	06/14/2017	\$0	Principals, Teachers, Data Coach
Data Analysis	Teachers will use M-STEP data to guide instruction in science.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$0	Principals, Teachers, Data Coach
Reinforcing Effort	All teachers will reinforce the effort of students during science instruction.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	Teachers
Student Feedback	Student feedback will be consistently provided by teachers during fluency checkouts, level completions, and daily work assignments, goodbye word lists, etc.	Direct Instruction	Tier 1	Implement	10/01/2014	06/01/2017	\$0	Instructional staff
Cooperative Learning	The teacher will use cooperative learning activities during social studies. Teachers will use cooperative learning strategies during social studies lessons.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$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	05/31/2017	\$0	Principal, Teachers, MISD
Waterford	Kindergarten teachers will provide students time on Waterford program to practice reading skills.	Technology	Tier 1	Monitor	09/02/2015	06/01/2017	\$0	Kindergarten teachers
Moby Max	Teachers will use Mobly Max Accelerated Personalized Learning to supplement instruction or as intervention with Tier II and Tier III students.	Technology	Tier 1	Monitor	09/12/2016	06/14/2017	\$0	Teachers
Mentoring	Literacy Coach 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	06/14/2017	\$0	Literacy Coach
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	05/30/2017	\$0	Principal, Teachers, MISD

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Data Coach	Staff will consult with a Data Coach to review M-STEP results to guide instruction.	Teacher Collaboration	Tier 2		10/03/2016	06/14/2017	\$0	Principal, Teachers, Data Coach
Providing Feedback	Teachers will provide specific feedback that is timely, specific and corrective in nature during writing instruction.	Direct Instruction	Tier 1	Implement	10/05/2015	06/01/2017	\$0	Teachers
Mentoring	Literacy Coach 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	05/31/2017	\$0	Literacy Coach
Writing Tracker Training	Literacy Coach will assist and support staff in the Writing Tracker Process.	Academic Support Program	Tier 1	Getting Ready	10/05/2015	06/10/2016	\$0	Literacy Coach, Principal
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		09/12/2016	06/14/2017	\$0	Teachers
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	Getting Ready	09/07/2015	05/26/2017	\$0	Teachers
Data Coach	Staff will consult with a Data Coach to review M-STEP results to guide instruction in science.	Teacher Collaboration	Tier 2	Monitor	05/25/2016	06/14/2017	\$0	Principal, Teachers, Data Coach
Direct Instruction Parent Night	Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/30/2016	\$0	Principal, Teachers, Literacy Coach
Setting Objectives	Teachers will post and articulate objectives for writing lessons.	Direct Instruction	Tier 1	Implement	10/01/2015	06/01/2017	\$0	Teachers
Detroit Zoo Field Trip	Teachers in 3rd grade will take a trip to the Detroit Zoo.	Field Trip	Tier 1	Implement	04/03/2017	05/19/2017	\$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	06/14/2017	\$0	Principal, Teachers, Data Coach
Class Dojo	Some teachers will use Class Dojo (or another web based system) to monitor student behavior and report to parents.	Technology	Tier 1		09/06/2016	06/14/2017	\$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	05/31/2017	\$0	Principal, Teachers, MISD
Mentoring	Literacy Coach 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	05/31/2017	\$0	Literacy Coach
Interactive Whiteboards	Teachers will use interactive whiteboards to support social studies instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Teachers

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Oakland County Schools Social Studies Rubicon	All classroom teachers have been provided with a binder containing grade level social studies units.	Curriculum Development, Materials	Tier 1	Getting Ready	09/15/2015	06/01/2017	\$0	All classroom teachers
Cooperative Learning	Teachers will use cooperative learning strategies during science lessons.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	Teachers
Writing Tracker Progress Monitoring	Collect progress data on student writing fluency.	Other	Tier 1	Monitor	01/04/2016	06/10/2016	\$0	Teachers, Principal, Literacy Coach
Setting Objectives	Teachers will post math objectives in student friendly terms and articulate these objectives to students.	Direct Instruction	Tier 1	Implement	09/07/2015	05/26/2017	\$0	Teachers
Data Analysis	Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction in reading.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$0	Principals, Teachers, Data Coach
Data Driven Behavior System	Staff will use Power School data to make decisions regarding behavior and classroom management systems.	Technology	Tier 2	Monitor	09/06/2016	06/14/2017	\$0	Principal, Teachers
Pastries with the Principal	Principal will host monthly meetings with parents/stakeholders to address building culture concerns.	Community Engagement	Tier 1	Monitor	10/03/2016	05/31/2017	\$0	Principal
Interactive Whiteboards	Teachers will use interactive whiteboards to support math instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Teachers
Data Analysis	Teachers will use M-STEP, NWEA MAP and 2Inform data to guide instruction in math.	Teacher Collaboration	Tier 2	Monitor	09/30/2016	06/14/2017	\$0	Principals, Teachers, Data Coach
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	05/30/2017	\$0	Principal, Teachers, MISD
Kindergarten Transition 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	03/31/2017	\$0	Principal, Teachers
Reinforcing Effort	Teachers will reinforce the effort of students during writing instruction.	Direct Instruction	Tier 1	Implement	10/01/2015	06/01/2017	\$0	Teachers
Setting Objectives	Teachers will post and articulate objectives for science lessons.	Direct Instruction	Tier 1	Implement	09/07/2015	05/01/2017	\$0	Teachers
Mentoring	Literacy Coach 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	05/31/2017	\$0	Literacy Coach
Instructional Aide	Instructional Aide will provide interventions in reading and math for Tier II and Tier III students.	Other - Intervention	Tier 2	Implement	10/03/2016	06/14/2017	\$0	Principal, Instructional Aide, Literacy Coach, Teachers

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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	09/12/2016	06/14/2017	\$0	Teachers
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	06/01/2017	\$0	Instructional staff
Positive Behavioral Tier 2 Interventions and Support	Principal, teachers and support staff will use Tier II supports and interventions (Behavior Plans, Interventions from PRIM (Pre-Referral Intervention Manual) , Tough Kid Toolbox, Mentoring) with students who need more support.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	Principal, teachers, support staff
Direct Instruction Parent Night	Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/28/2016	\$0	Principal, Teachers, Literacy Coach
Interactive Whiteboards	Teachers will use interactive whiteboards to support science instruction.	Technology	Tier 1		09/06/2016	06/14/2017	\$0	Principal, 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	06/14/2017	\$0	Principal, Teachers, Data Coach
Mentoring	Literacy Coach 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	05/30/2017	\$0	Literacy Coach

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction Parent Night	Staff will host a Direct Instruction Parent Night to introduce/review and answer questions about the Direct Instruction programs for reading, math and language/writing.	Community Engagement	Tier 1	Getting Ready	10/03/2016	10/28/2016	\$200	Principal, Teachers, Literacy Coach
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	09/01/2015	06/01/2017	\$700	All certified staff K-5
Self Esteem After school Group	Staff and stakeholders will plan a series of after school sessions for students focusing on self-esteem and anti bullying issues.	Extra Curricular, Behavioral Support Program	Tier 2	Implement	10/03/2016	05/31/2017	\$500	Principal, Teachers
Enrichment Assembly or Activity	Staff will organize an assembly or activity to invite community stakeholders to school to enhance the social studies curriculum.	Other - Assembly/Activity	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Principal, Teachers, Literacy Coach

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Instructional Aide	Instructional Aide will provide interventions in reading and math for Tier II and Tier III students.	Academic Support Program, Other - Intervention	Tier 2	Implement	10/03/2016	06/14/2017	\$22000	Principal, Instructional Aide, Literacy Coach, Teachers
Interactive Whiteboards	Teachers will use interactive whiteboards to support writing instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$2000	Principal, Teachers
Assembly/Activity	Staff will organize an assembly or activity that involves the community to enhance the science curriculum.	Other - Assembly/Activity	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Principal, Teachers
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	Implement	10/01/2015	03/30/2017	\$21784	Instructional Aide Teachers
Literacy Coach Support	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	09/01/2015	06/01/2017	\$0	Literacy Coach
Technology Enhancements	All staff will use technology (projectors, Mimios, mounts, wires, installation) to enhance the learning environment.	Technology	Tier 1	Getting Ready	09/01/2015	06/01/2017	\$7484	Principal, Teachers, Literacy Coach, Instructional Aide
Interactive Whiteboards	Teachers will use interactive whiteboards to support writing instruction.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Teachers
Direct Instruction Parent Night	Parents will be invited to a Direct Instruction Parent Night to learn about our reading program and ask questions about the program.	Parent Involvement	Tier 1	Implement	12/07/2015	06/01/2017	\$18	Principal, Literacy Coach, Teachers
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	09/12/2016	06/14/2017	\$700	Teachers
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	03/01/2016	03/01/2017	\$141	Principal, 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	12/17/2015	06/01/2017	\$701	Teachers

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reinforcing Effort	All teachers will reinforce the effort of students during social studies instruction.	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	Teachers
Providing Feedback	Teachers will provide specific feedback that is timely, specific and corrective in nature (rubrics).	Other	Tier 1	Implement	09/07/2015	06/01/2017	\$0	Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/01/2015	06/01/2017	\$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	09/01/2015	06/09/2017	\$0	District curriculum department
Connecting Math Concepts	Teachers will use this Connecting Math Concepts for core math instruction.	Direct Instruction	Tier 1	Implement	09/07/2015	05/19/2017	\$0	Certified Staff
Reading Mastery Language	Staff in grades K-5 will use Reading Mastery Language to improve grammar and usage in their daily writing lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/01/2017	\$3424	All K-5 staff
Writing Tracker Pre Skills Training	Consultant will model lessons for K-1 teachers on mini lessons for students to prepare for Writing Tracker in later grades.	Professional Learning	Tier 1	Getting Ready	12/04/2015	12/04/2015	\$100	Consultant, Principal, K-1 Teachers
English Language Learner Tutor	English Language Learner tutor will work with ELL students.	Academic Support Program	Tier 3	Implement	10/01/2015	05/01/2017	\$0	ELL Tutor
2Inform 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	09/01/2015	06/01/2017	\$0	Teachers, Literacy Coach, Principal, Special Ed Staff
NWEA/MAP Testing	Teachers or other staff will administer and review MAP benchmark testing three times per year.	Other	Tier 1	Evaluate	09/15/2015	06/01/2017	\$0	Teachers, Principal, Data Coach

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Writing Tracker	Teachers in grades 2-5 will provide students time to write to a prompt, count their words and track progress by graphing.	Academic Support Program	Tier 1	Implement	10/05/2015	06/10/2016	\$0	Teachers
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	09/01/2015	06/01/2017	\$190000	All certified staff K-5
Science Enrichment	Teachers will provide science enrichment class to students in Kindergarten, 3rd and 4th grade 1 time per week.	Academic Support Program	Tier 1	Implement	09/08/2014	06/10/2017	\$0	Auxiliary 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	09/01/2015	06/01/2017	\$0	Teachers
Language Workbook	Teachers will assign workbook pages in connection with daily lessons. Fidelity implementation will include documenting appropriate page checking protocols according to the program directions.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/01/2017	\$0	Certified 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	09/01/2015	06/01/2017	\$0	Instructional staff

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	06/01/2017	\$0	Principal, Teachers, Literacy Coach, Instructional Aide
Data Review	Principal will progress monitor instructional implementation and achievement data collection resources. ie: 2 Inform, MAP, Report Cards, etc.	Professional Learning	Tier 1	Monitor	10/01/2015	06/01/2017	\$0	Principal, Teachers
Professional Development	Teachers that switch grade levels will receive in district training.	Professional Learning	Tier 1	Implement	10/01/2015	06/01/2017	\$0	Certified staff, district administration
Model Writing Skills	Teachers in grades K-1 will conduct mini lessons in writing skills.	Direct Instruction	Tier 1	Implement	12/07/2015	06/01/2017	\$100	K-1 teachers
Capturing Kids' Hearts	Staff will attend Capturing Kids' Hearts training.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$1500	Principal, teachers, support staff

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavioral Tier I Interventions and Supports, Consequences	Principal, teachers and support staff will provide consequences when behavior expectations are not followed (Frequent communication with parents - behavior forms/calls, Loss of recess minutes, Private conference with the student in the hallway – what needs to change, how change can happen, Time-out areas, Think About It Form, Color coded slip system, Office referrals (conference with principal or peers, detentions (lunch or after school), suspensions).	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, teachers, support staff
Tangible Acknowledgement System	Tangible acknowledgement system (OWL tickets, PBS store). Principal, teachers and support staff will pass out OWL tickets, award Class Dojo points or provide specific classroom rewards when students exhibit desired behaviors included on PBS matrix. Rewards will also be given for the Principal's 200 Club and trimester awards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$1000	Principals, teachers, support staff
Setting the Stage - PBIS Tier I	Principal, teachers and support staff will set the stage for PBIS with students. Posters in all areas, "Classroom Specific Expectation Posters/Establish classroom rules, review them and reinforce when followed (Stay on-task, finish task before moving on, remain in seat...)" Classrooms PBIS Best Practices (pre-corrects, redirection, active supervision, building relationships).	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Principal, teachers, support staff