



School Improvement Plan

John R. Kment Elementary School

Roseville Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Unpacking Tool	UnpackingTool2017-18

2018-2019 Kment Elementary School Improvement Plan

Overview

Plan Name

2018-2019 Kment Elementary 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 will increase proficiency in language arts.	Objectives: 1 Strategies: 10 Activities: 37	Academic	\$53102
2	All students will increase proficiency in math.	Objectives: 1 Strategies: 7 Activities: 20	Academic	\$14802
3	All Students at Kment Elementary School will exhibit behavior that is respectful and conducive to learning.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$1550

Goal 1: All students will increase proficiency in language arts.

Measurable Objective 1:

36% of All Students will demonstrate a proficiency in reading skills in English Language Arts by 06/13/2019 as measured by M-Step..

Strategy 1:

Direct Instruction - Teachers in grades K-5 will implement Reading Mastery as their core instruction for Language Arts to increase students reading proficiency.

Category: English/Language Arts

Research Cited: Articles:

Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

Schieffer, C., Marchand-Martella, N., Martella, R., Simonsen, F. The Research Base for Reading Mastery "Direct Instruction Reading". DeSoto, TX, McGraw-Hill (2008).

Crawford, P. A., & Zygors-Coe, V. (February 2006). All in the Family: Connecting Home and School with Family Literacy. Childhood Education Journal

Tier: Tier 1

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-5 ELA staff will continue to use Reading Mastery 4 times a week at each student's instructional level. Teachers will conduct daily lessons in which the components of reading will be introduced, reinforced, and reviewed.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$1000	General Fund	K-5 ELA staff

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Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kment Walkthrough Team will conduct monthly walkthroughs to monitor the effectiveness and fidelity of the Reading Mastery program. Results will determine professional development needs.	Walkthrough	Tier 1	Monitor	10/02/2018	06/13/2019	\$2500	Title II Part A	ELA teachers in grades K-5, and appropriate support staff

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible students in grades 3-5 will receive Corrective Reading instruction. Explicit direct instruction in decoding, fluency, and comprehension will be done on a daily basis for the duration of the school year to help improve their comprehension and reading fluency.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$23800	Title I Part A	Instructional Aides/Interventionists

Activity - Walk To Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Reading Mastery placement test is used to determine students instructional reading levels. The Early Literacy Specialist and Principal work with the data to determine the placement of students into groups for daily reading instruction. At reading time, the kids switch rooms to have their reading time with a teacher that teaches that level.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Title I Part A	K-2 teachers Support Staff Principal

Activity - Reading Mastery Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading Mastery Consultants collaborate with teachers in grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction program.	Professional Learning	Tier 1	Monitor	09/03/2018	06/13/2019	\$0	Title II Part A	Principal Early Literacy Specialist ELA teachers K-5 Instructional Aides
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Activity - Tier III Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve reading skills in addition to their daily reading instruction.	Academic Support Program, Direct Instruction	Tier 3		09/04/2018	06/13/2019	\$0	Special Education	Resource Room teacher/Teacher Consultant

Strategy 2:

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

Category: English/Language Arts

Research Cited: Research:

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

Kozma, R. B. (2003). Technology and classroom practices: An international study. *Journal of Research on Technology in Education*, 36(1), 1-14.

Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower Mathematics and Science Consortium (NCEMSC). Editorial guidance was provided by Barbara Youngren, director, NCEMSC.

Tier: Tier 1

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Activity - Lexia Core5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia's computer program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and provides teachers with the data and student-specific resources they need for individual or small-group instruction.	Technology	Tier 2	Monitor	09/04/2018	06/13/2019	\$3450	Title I Schoolwide	Classroom Teachers Early Literacy Specialist Instructional Support Staff

Activity - MobyMax	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	09/04/2018	06/13/2019	\$700	General Fund	Classroom Teachers grades 1-5 Support Staff

Activity - RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use RAZ Kids as a supplemental reading resource to help improve reading fluency and comprehension.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$1400	School Improvement Grant (SIG)	Classroom Teachers Support Staff

Activity - Chromebooks/iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will utilize Chromebooks and students in grades K-2 will use iPads to access Socrative, Kahoot It, Freckle, Quizlet, etc. to enhance their literacy skills.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers Support Staff

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Strategy 3:

Classroom Instruction That Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Reading instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their reading goals.

Category: English/Language Arts

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Turabian (6th ed.)

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

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 - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific feedback will be provided to students in a timely manner. Feedback will be aligned to the daily learning target for reading and connected to previous learning. Feedback will be corrective rather than open praise.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	all staff

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Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write an objective in student friendly language that clearly reflects the reading content students will learn and skills they will acquire. Objectives will be rigorous, age-appropriate, and align with Common Core, state, and district standards. Teachers will explain how the learning objective connects to the unit scales.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	all staff

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative learning will be incorporated into lessons and include positive interdependence and individual accountability. Cooperative groups will be small in size and be used consistently and systematically into reading comprehension lessons weekly.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	all staff

Strategy 4:

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

Category: English/Language Arts

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf Using Student Achievement Data to Support Instructional Decision Making

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data Teams meet every 2-3 weeks during the school year. During this time, staff analyzes student achievement data, determines areas of weakness, selects a high leverage strategy to apply to a specific skill or concept, establishes a results indicator, and creates a SMART goal. Locally developed pre/post tests are given and results are shared out with staff and documented in Google forms. This allows staff to access results at a later time.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$3366	Title I Part A	Principal Classroom Teachers Early Literacy Specialist Data Coach
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Activity - Planning Table	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning Table will be held 6 times a year to discuss student reading achievement data and develop instructional changes and interventions. Dates TBD.	Teacher Collaboration	Tier 1		10/02/2018	06/13/2019	\$2336	Title I Part A	Principal ELA staff Data Coach Early Literacy Specialist

Activity - Connect Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will input Reading Mastery data (mastery tests, CBA, fluency checkouts) into Connect Ed. The Principal, Early Literacy Specialist, and the Data Coach will use Connect Ed reports to monitor students growth and program fidelity. Teachers will also use the data collected to drive their reading instruction.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff Principal Data Coach Early Literacy Specialist

Strategy 5:

Extended Learning Time - The school staff will provide additional academic learning opportunities for students beyond the traditional school day.

Category: English/Language Arts

Research Cited: Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved June 18, 2008, from www.WestEd.org: www.wested.org/online_pubs/timeandlearning/TAL_PV.html

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Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly , 41 (2), 195-236.

Tier: Tier 2

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support. The extended year program is run 4 days a week, 8:30-3:00, for four weeks.	Academic Support Program	Tier 2	Implement	07/09/2018	08/09/2018	\$0	General Fund	Extended Year Staff

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students in grades 2-5 will be identified through NWEA (MAP) data for additional academic support in reading. They will participate in an after school program 4 times a week, with 2 days focusing on reading remediation. Each after school session lasts for 60 minutes. During this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 2	Monitor	10/08/2018	05/23/2019	\$8000	Section 31a	Assigned staff members Principal

Strategy 6:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will receive accommodations to help them be successful to support their learning.

Category: English/Language Arts

Research Cited: CARLO, M. S., AUGUST, D., MCLAUGHLIN, B., SNOW, C. E., DRESSLER, C., LIPPMAN, D. N., LIVELY, T. J. and WHITE, C. E. (2004), Closing the

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gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. Reading Research Quarterly, 39: 188–215.
doi:10.1598/RRQ.39.2.3

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association

August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

Tier: Tier 2

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test, is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Early Literacy Specialist Principal

Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	02/01/2019	03/29/2019	\$0	No Funding Required	Early Literacy Specialist Principal

Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	MISD ELL tutors

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Strategy 7:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: English/Language Arts

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

Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children, edited by E. Patrikakou et al. New York: Teachers College Press.

Tier: Tier 1

Activity - Teach Your Child To Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The "Teach Your Child To Read in 100 Lessons" is a parent workshop for family members to build a foundation and support early literacy skills. This program is directly correlated to Reading Mastery and paves the way to reading success! Each family leaves with a copy of the book to use at home with their preschool/kindergarten student.	Parent Involvement, Community Engagement	Tier 1	Implement	08/16/2018	08/16/2018	\$400	Title I Part A	Principal Kindergarten Teacher

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms and learn about the curriculum being taught during the 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2018	09/06/2018	\$0	No Funding Required	Principal Instructional Staff Support Staff

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Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming Kindergarten students and families are invited to KES to learn how to best prepare their child for Kindergarten during the summer months. Resources will be provided to support literacy skills in the home.	Parent Involvement, Community Engagement	Tier 1	Implement	06/03/2019	06/03/2019	\$0	No Funding Required	Principal Kindergarten Staff

Activity - Book Bingo Night!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to enjoy an evening playing Bingo for Books! Each person leaves with a free book and information on summer reading activities and programs. A light dinner is also served.	Parent Involvement, Community Engagement	Tier 1	Implement	03/14/2019	03/14/2019	\$200	Title I Schoolwide	Principal Staff volunteers

Activity - March Is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivating children to read is an important factor in student achievement and creating lifelong successful readers. Each March, KES comes together to celebrate reading through March is Reading Month activities (i.e., school-wide reading, contests, spirit days, etc.).	Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	03/01/2019	03/29/2019	\$500	Title I Schoolwide	Early Literacy Specialist Principal Classroom teachers

Activity - Author's Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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By bringing an author to KES, we will make a powerful connection between our students and the written word and help bring books to life for them. Not only do author and illustrator visits offer a fun break from the classroom routine, they also introduce students to the processes of writing, developing characters, and expressing one's creativity.	Academic Support Program, Community Engagement	Tier 1	Implement	01/02/2019	05/30/2019	\$1000	Title I Schoolwide	Early Literacy Specialist Principal
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Strategy 8:

Early Literacy Initiative - Our K-3 staff is focusing on increasing the early literacy skills of our students.

Category: English/Language Arts

Research Cited: Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Identification of children's skills and abilities linked to later outcomes in reading, writing, and spelling. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 55-106). Louisville, KY: National Center for Family Literacy.

Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, 43, 1428–1446

Michigan State Board of Education. (2005, revised 2013). *Early Childhood Standards of Quality for Prekindergarten*. Lansing, MI: Author.

Tier: Tier 2

Activity - Initial Assessment-NWEA MAP Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NWEA MAP Assessment tool is used regularly (three times per year), to identify any potential issues or challenges for students in demonstrating literacy skills at grade level based upon Michigan's English Language Arts standards in grades K-3.	Academic Support Program	Tier 1	Implement	09/17/2018	05/30/2019	\$0	No Funding Required	Early Literacy Specialist Principal Data Coach K-3 ELA staff

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Activity - Extensive Assessment- NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This Extensive Assessment is a tool intended to be delivered to students who seem to display a deficiency as identified on the initial assessment or through formative and classroom assessments. Results from an Extensive Assessment may assist with the placement of students into intervention tiers and identification of specific support needs to address deficiencies in skills or competencies in component areas of English Language Arts.	Academic Support Program	Tier 2	Implement	10/01/2018	06/13/2019	\$0	No Funding Required	Principal Early Literacy Specialist Data Coach

Activity - iRIP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 classroom teachers will write an iRIP (Individual Reading Improvement Plant) for students based on the full assessment system, including classroom assessments and formative practices. iRIPs are provided to students as needed to support learning and literacy proficiency.	Academic Support Program	Tier 2	Implement	10/01/2018	06/13/2019	\$0	No Funding Required	Principal K-3 classroom teachers

Activity - Lexia Core5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with iRIPs will use the Lexia Core5, an adaptive, computerized program, to address the gaps in their literacy learning. The amount of weekly student use of Core5 will be determined by their initial placement into the program.	Academic Support Program	Tier 2	Implement	10/08/2018	06/13/2019	\$3450	Title I Schoolwide	Principal Early Literacy Specialist K-3 ELA Classroom Teachers Data Coach

Strategy 9:

Interdisciplinary Curriculum - Teachers will use informational text to enhance student understanding of science and social studies concepts.

Category: Other - Science/Social Studies

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Research Cited: Hedin, L. R., & Conderman, G. (2010). Teaching Students to Comprehend Informational Text Through Rereading. *The Reading Teacher*, 63(7), 556-565. doi:10.1598/rt.63.7.3

Purcell-Gates, V., & Duke, N. K. (2003, May). Learning to read and write information text in 2nd and 3rd grade science. Presentation at Reading Research 2003: Reading Research: The Cutting Edge, Orlando, Florida.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205–242). Newark, DE: International Reading Association.

Tier: Tier 1

Activity - NGSX training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning for K-5 teachers to learn, collaborate, and implement the NGSS (Next Generation Science Standards).	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/13/2019	\$0	No Funding Required	Principal K-5 Science Teachers

Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Atlas Rubicon is an online standards-based database that allows teachers to input and view curriculum materials. Teachers can edit individual lessons based on their needs, and view how these lessons correlate to the NGSS and Michigan Grade Level Content Expectations for Social Studies.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	Principal K-5 Science and Social Studies Teachers Support Staff

Activity - Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate Studies Weekly into their social studies and science curriculum. This periodical aligns with CCSS and provides students with additional exposure to expository text.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Title I Part A	Principal K-5 Science and Social Studies Teachers
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Strategy 10:

Writer's Workshop - Writer's Workshop will build students' fluency in writing through continuous, repeated exposure to the process of writing. It is a process writing program that gives students a choice in their writing topics.

Category: English/Language Arts

Research Cited: Amira Hachem, Mona Nabhani & Rima Bahous (2008) 'We can write!' The writing workshop for young learners, Education 3-13, 36:4, 325-337, DOI: 10.1080/03004270701651761

Bruce Saddler, Susan Moran, Steve Graham & Karen R. Harris (2010) Preventing Writing Difficulties: The Effects of Planning Strategy Instruction on the Writing Performance of Struggling Writers, Exceptionality, 12:1, 3-17, DOI: 10.1207/s15327035ex1201_2

Brenda Tracy, Robert Reid & Steve Graham (2010) Teaching Young Students Strategies for Planning and Drafting Stories: The Impact of Self-Regulated Strategy Development, The Journal of Educational Research, 102:5, 323-332, DOI: 10.3200/JOER.102.5.323-332

Tier: Tier 1

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the strategy of Writer's Workshop, teachers use the MAISA Writing Units to focus on the three text types: narrative, informational and opinion writing. Writing Units are implemented at least 3 times a week.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom ELA teachers Early Literacy Specialist District Writing Consultant

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Activity - District Writing Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will be observed by and consult with the District Writing Consultant who coaches teachers and provides feedback on instruction.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom ELA staff District Writing Consultant Principal Data Coach Early Literacy Specialist

Activity - EBLLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained K-2 teachers will guide the students to use strategies and activities that are easily infused into writing and spelling instruction. EBLLI will be used at least 3 times a week.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	K-2 EBLLI trained staff Principal

Goal 2: All students will increase proficiency in math.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in all strands of math in Mathematics by 06/13/2019 as measured by the M-Step..

Strategy 1:

Inquiry Learning - Math classroom teachers in grades K-5 will use a combination of games, manipulatives, small and large cooperative learning groups, as well as modeling, to provide a foundation for learning problem-solving and mathematical reasoning.

Category: Mathematics

Research Cited: Anderson, J. R., Reder, L. M., & Simon, H. A. (1996). Situated learning and education. Educational Researcher 25 (4): 5-11.

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Bell, M. S. (1972). Mathematical uses and models in our everyday world. Studies in mathematics, volume XX. Stanford: School Mathematics Study Group, 1972. (ERIC ED 143-557)

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: Author.

Tier: Tier 1

Activity - Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in cooperative learning games at least 2 times a week to enhance daily learning targets for math.	Academic Support Program, Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Math classroom teachers Interventionists

Activity - Daily Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Routines are conducted to explore and extend math curriculum while integrating them into the daily life of the classroom. These established routines engage children in the organization of their learning.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small cooperative learning groups providing readiness activities, enrichment lessons, and extra practice as needed.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Other	Classroom math teachers Interventionist

School Improvement Plan

John R. Kment Elementary School

Strategy 2:

Classroom Technology - Teachers in grades K-5 will incorporate technology in their math programs using a variety of online resources, educational websites and programs.

Category: Mathematics

Research Cited: Lagrange, J., Artigue, M., Laborde, C., & Trouche, L. (2003). Technology and Mathematics Education: A Multidimensional Study of the Evolution of Research and Innovation. Second International Handbook of Mathematics Education, 237-269. doi:10.1007/978-94-010-0273-8_9

Konold, C., & Lehrer, R. (n.d.). Technology and mathematics education. Handbook of International Research in Mathematics Education.

doi:10.4324/9780203930236.ch4

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice on fact fluency and math concepts.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$700	Title I Schoolwide	Classroom math teachers grades 1-5 Support staff

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Aquos Boards, iPads, and ELMOs to support dynamic instruction in the Everyday Math curriculum. The eToolkit and ePresentations provide online tools, virtual manipulatives, and interactive lessons used to support daily instruction.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers Support staff

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Strategy 3:

Classroom Instruction That Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their math instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their math goals.

Category: Mathematics

Research Cited: Dean, C. B., & Marzano, R. J. (2013). Classroom instruction that works: Research-based strategies for increasing student achievement. Boston, MA: Pearson Education.

Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific feedback will be provided to students in a timely manner. Feedback will be aligned to the daily learning target for math and connected to previous learning. Feedback will be corrective rather than open praise.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers Support staff

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write an objective in student friendly language that clearly reflects the math content students will learn and skills they will acquire. Objectives will be rigorous, age-appropriate, and align with Common Core, state, and district standards. Teachers will explain how the learning objective connects to the unit scales.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers

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Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative learning will be incorporated into daily math lessons and include positive interdependence and individual accountability. Cooperative groups will be small in size and be used consistently and systematically.	Academic Support Program	Tier 1	Implement	09/13/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers

Strategy 4:

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

Category: Mathematics

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf Using Student Achievement Data to Support Instructional Decision Making

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams meet every 2-3 weeks during the school year. During this time, staff analyzes student achievement data, determines areas of weakness, selects a high leverage strategy to apply to a specific skill or concept, establishes a results indicator, and creates a SMART goal. Locally developed pre/post tests are given and results are shared out with staff and documented in Google forms. This allows staff to access results at a later time.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$3366	Title I Part A	Principal Classroom Teachers Data Coach

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Activity - Planning Table	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning Table will be held 6 times a year to discuss student math achievement data and develop instructional changes and interventions. Dates TBD.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$2336	Title I Part A	Classroom math teachers Principal Data Coach

Activity - Assessment Check-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments focus on student progress toward mastery following the content spiral. Following each lesson, the Assessment Check-In helps the teacher make instructional decisions and differentiate as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers

Strategy 5:

Extended Learning Time - The school staff will provide additional academic learning opportunities for students beyond the traditional school day.

Category: Mathematics

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Tier: Tier 2

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At risk students grades 2-5 will be identified through NWEA (MAP) data for additional academic support in math. They will participate in an after school program 4 times a week, with 2 days focusing on math remediation. Each after school session lasts for 60 minutes. During this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 2	Monitor	10/08/2018	05/23/2019	\$8000	Section 31a	Assigned staff members Principal
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Activity - Extended School Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support. The extended year program is run 4 days a week, 8:30-3:00, for four weeks.	Academic Support Program	Tier 2	Implement	07/09/2018	08/09/2018	\$0	General Fund	Extended year staff

Strategy 6:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra math support to help them be successful.

Category: Mathematics

Research Cited: Robertson, K. (2009). Math instruction for English language learners. Retrieved April, 21, 2010.

Garrison, L., & Kerper Mora, J. (1999). Adapting Mathematics Instruction for English-Language Learners. The language-Concept Connection. I L. Ortiz-Franco, NG Hernandez & Y. De La Cruz (red.), Changing the Faces of Mathematics: Perspectives on Latinos, 35-47.

Kameenui, E. J., & Carnine, D. W. (1998). Effective teaching strategies that accommodate diverse learners. Prentice-Hall Inc., Order Processing, PO Box 11071, Des Moines, IA 50336-1071.

Tier: Tier 2

Activity - English Language Learner Scening	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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WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Early Literacy Specialist Principal
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Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Implement	02/01/2019	03/29/2019	\$0	No Funding Required	Early Literacy Specialist Principal

Activity - English Language Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	MISD ELL tutor

Strategy 7:

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

Category: School Culture

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

Sheldon, S. B. and Epstein, J. L., (2006). Not Just Numbers: Creating a Partnership Climate to Improve Students' Math Proficiency

Tier: Tier 1

School Improvement Plan

John R. Kment Elementary School

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms and learn about the curriculum being taught during the 2018-2019 school year.	Parent Involvement	Tier 1	Implement	09/06/2018	09/06/2018	\$0	No Funding Required	Principal Classroom Teachers Support Staff

Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming Kindergarten students and families are invited to KES to learn how to best prepare their child for Kindergarten during the summer months. Resources will be provided to support math skills in the home.	Parent Involvement, Community Engagement	Tier 1	Monitor	06/03/2019	06/03/2019	\$0	No Funding Required	Kindergarten Teachers Principal

Activity - Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kment families are invited for an evening of fun and learning to build the home-school relationship through the use of educational math games.	Parent Involvement, Community Engagement	Tier 1	Implement	11/15/2018	11/15/2018	\$400	Title I Part A	Staff volunteers

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

John R. Kment Elementary School

Staff will provide weekly home communication for students and parents to participate in cooperative learning activities that connect with school curriculum. At the start of each math unit, a letter is sent home describing the upcoming unit so that parents can support their child at home.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom math teachers
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Goal 3: All Students at Kment Elementary School will exhibit behavior that is respectful and conducive to learning.

Measurable Objective 1:

demonstrate a behavior that exhibits the qualities of the Wildcat Pledge. These qualities are to be respectful, responsible, and safe by 06/13/2019 as measured by a decrease in disciplinary referrals to the office..

Strategy 1:

Reinforcing Positive Behavior - By reinforcing those children exhibiting appropriate positive behavior, the negative behavior should decrease.

Category: School Culture

Research Cited: Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*(2), 95-113.

McIntosh, K., Campbell, A., Carter, D., & Dickey, C. (2009). Differential effects of a tier 2 behavioral intervention based on function of problem behavior. *Journal of Positive Behavior Interventions, 11*(2), 82-93.

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.

Tier: Tier 1

Activity - Positive Behavior Interventions & Supports (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PBIS is a program designed to teach respect, responsibility, and safety at school so that students become self-managers of their own behavior. All students and staff are taught school wide expectations and receive regular and frequent opportunities to practice these expectations and be acknowledged for their use.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All school staff PBIS committee
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Activity - Wildcat Den	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who earn Paw Slips for good behavior have the chance to "shop" monthly at the Wildcat Den. Students are responsible for keeping their Paw Slips. If they are misplaced, they cannot be replaced.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers Principal PBIS Committee

Activity - Wildcat VIP Card	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will be given a special Wildcat VIP card. Possession of this card entitles children to participate in special monthly activities to promote positive choices and overall responsibility at KES. Based on behavioral data collected, students will either be able to participate in monthly activities or will miss the activity based on poor behavior choices (i.e., one suspension a month = loss of VIP card resulting in missing the monthly activity).	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All classroom staff PBIS Committee Principal

Activity - VIP Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will select up to 2 students to be recognized at the monthly VIP lunch. VIP students sit at a special table during lunch time. These students also receive an award, special treat bag, and wear a VIP lanyard for the day.	Behavioral Support Program	Tier 1	Implement	10/12/2018	05/17/2019	\$200	Title I Part A	Classroom teachers PBIS Committee

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Activity - PBIS Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Committee will plan monthly school assemblies to reinforce and celebrate appropriate student behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	PBIS Committee Principal

Strategy 2:

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

Category: School Culture

Research Cited: Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin.

Salinas, K. C., & Jansorn, N. R. (2003). Promising partnership practices 2003.

Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

Tier: Tier 1

Activity - Title I Compact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents, students, staff, and principal will review and sign a compact that reinforces respectful, responsible, and safe behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All classroom teachers Principal

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Activity - Home & School Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Home & School Connection newsletter will go home monthly to improve school success, foster the home and school partnership, and enhance parenting skills and discipline.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal PBIS committee

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The KES Principal will host an Open House to explain the PBIS behavior plan and expectations for student conduct.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2018	09/06/2018	\$0	No Funding Required	Principal

Activity - Family Fun Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Community come together to promote a healthy lifestyle through exercise and nutrition. Community members from local fitness facilities and hospitals demonstrate healthy activities and provide information for all ages.	Parent Involvement, Community Engagement	Tier 1	Implement	01/10/2019	01/10/2019	\$200	Title I Part A	Staff volunteers

Activity - Motivational Speaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KES will bring back Jim Basketball Jones and his program on character education and positive life choices. His engaging and high energy assembly is life-changing for students, teachers, and parents alike.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	04/01/2019	05/30/2019	\$650	Title I Schoolwide	Principal Early Literacy Specialist Classroom teachers
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Strategy 3:

Data Driven Instruction - PBIS committee members and principal will collect data regarding office referrals to determine what behavior areas we need to focus on for improvement.

Category: School Culture

Research Cited: Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effect of school wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12(3), 133-148.

Irvin, L. K., Horner, R. H., Ingram, K., Todd, A. W., Sugai, G., Sampson, N. K., & Boland, J. B. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Tier: Tier 1

Activity - Think Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students are referred to the office for making poor choices, they are given a "Think It Through" sheet to state what happened in their own words. Sheets are then given to the principal to review, and the student is interviewed by the principal. Consequences are determined based on behavioral action. "Think It Through" sheets are logged into PowerSchool. Sheets are revisited throughout the school year to track if behavior has improved.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Principal Teachers In Charge Office Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	The K-5 ELA staff will continue to use Reading Mastery 4 times a week at each student's instructional level. Teachers will conduct daily lessons in which the components of reading will be introduced, reinforced, and reviewed.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$1000	K-5 ELA staff
Extended School Year	Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support. The extended year program is run 4 days a week, 8:30-3:00, for four weeks.	Academic Support Program	Tier 2	Implement	07/09/2018	08/09/2018	\$0	Extended year staff
Extended Year Program	Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support. The extended year program is run 4 days a week, 8:30-3:00, for four weeks.	Academic Support Program	Tier 2	Implement	07/09/2018	08/09/2018	\$0	Extended Year Staff
MobyMax	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	09/04/2018	06/13/2019	\$700	Classroom Teachers grades 1-5 Support Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walkthroughs	The Kment Walkthrough Team will conduct monthly walkthroughs to monitor the effectiveness and fidelity of the Reading Mastery program. Results will determine professional development needs.	Walkthrough	Tier 1	Monitor	10/02/2018	06/13/2019	\$2500	ELA teachers in grades K-5, and appropriate support staff

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Reading Mastery Consultants	Reading Mastery Consultants collaborate with teachers in grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction program.	Professional Learning	Tier 1	Monitor	09/03/2018	06/13/2019	\$0	Principal Early Literacy Specialist ELA teachers K-5 Instructional Aides
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School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAZ Kids	All students will use RAZ Kids as a supplemental reading resource to help improve reading fluency and comprehension.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$1400	Classroom Teachers Support Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation	Students will participate in small cooperative learning groups providing readiness activities, enrichment lessons, and extra practice as needed.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers Interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks/iPads	Students in grades 3-5 will utilize Chromebooks and students in grades K-2 will use iPads to access Socrative, Kahoot It, Freckle, Quizlet, etc. to enhance their literacy skills.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Classroom Teachers Support Staff
English Language Tutor	Students who are identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	MISD ELL tutor

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Open House	Parents and Community Stakeholders are invited to the school to visit classrooms and learn about the curriculum being taught during the 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2018	09/06/2018	\$0	Principal Instructional Staff Support Staff
Positive Behavior Interventions & Supports (PBIS)	PBIS is a program designed to teach respect, responsibility, and safety at school so that students become self-managers of their own behavior. All students and staff are taught school wide expectations and receive regular and frequent opportunities to practice these expectations and be acknowledged for their use.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All school staff PBIS committee
NGSX training	Professional Learning for K-5 teachers to learn, collaborate, and implement the NGSS (Next Generation Science Standards).	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/13/2019	\$0	Principal K-5 Science Teachers
Wildcat VIP Card	Each student will be given a special Wildcat VIP card. Possession of this card entitles children to participate in special monthly activities to promote positive choices and overall responsibility at KES. Based on behavioral data collected, students will either be able to participate in monthly activities or will miss the activity based on poor behavior choices (i.e., one suspension a month = loss of VIP card resulting in missing the monthly activity).	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All classroom staff PBIS Committee Principal
English Language Learner Tutor	Students who are identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	MISD ELL tutors
Games	Students will participate in cooperative learning games at least 2 times a week to enhance daily learning targets for math.	Academic Support Program, Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Math classroom teachers Interventionists
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Implement	02/01/2019	03/29/2019	\$0	Early Literacy Specialist Principal
Assessment Check-In	Assessments focus on student progress toward mastery following the content spiral. Following each lesson, the Assessment Check-In helps the teacher make instructional decisions and differentiate as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers
Open House	Parents and Community Stakeholders are invited to the school to visit classrooms and learn about the curriculum being taught during the 2018-2019 school year.	Parent Involvement	Tier 1	Implement	09/06/2018	09/06/2018	\$0	Principal Classroom Teachers Support Staff

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Cooperative Learning	Cooperative learning will be incorporated into lessons and include positive interdependence and individual accountability. Cooperative groups will be small in size and be used consistently and systematically into reading comprehension lessons weekly.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	all staff
English Language Learner Screening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test, is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Early Literacy Specialist Principal
Providing Feedback	Specific feedback will be provided to students in a timely manner. Feedback will be aligned to the daily learning target for reading and connected to previous learning. Feedback will be corrective rather than open praise.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	all staff
Interactive Technology	Teachers will use Aquos Boards, iPads, and ELMOs to support dynamic instruction in the Everyday Math curriculum. The eToolkit and ePresentations provide online tools, virtual manipulatives, and interactive lessons used to support daily instruction.	Technology	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers Support staff
Open House	The KES Principal will host an Open House to explain the PBIS behavior plan and expectations for student conduct.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2018	09/06/2018	\$0	Principal
Kindergarten Information Night	All incoming Kindergarten students and families are invited to KES to learn how to best prepare their child for Kindergarten during the summer months. Resources will be provided to support literacy skills in the home.	Parent Involvement, Community Engagement	Tier 1	Implement	06/03/2019	06/03/2019	\$0	Principal Kindergarten Staff
English Language Learner Scening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Early Literacy Specialist Principal
Connect Ed	ELA Teachers will input Reading Mastery data (mastery tests, CBA, fluency checkouts) into Connect Ed. The Principal, Early Literacy Specialist, and the Data Coach will use Connect Ed reports to monitor students growth and program fidelity. Teachers will also use the data collected to drive their reading instruction.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	ELA staff Principal Data Coach Early Literacy Specialist

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Setting Objectives	Teachers will write an objective in student friendly language that clearly reflects the math content students will learn and skills they will acquire. Objectives will be rigorous, age-appropriate, and align with Common Core, state, and district standards. Teachers will explain how the learning objective connects to the unit scales.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers
Setting Objectives	Teachers will write an objective in student friendly language that clearly reflects the reading content students will learn and skills they will acquire. Objectives will be rigorous, age-appropriate, and align with Common Core, state, and district standards. Teachers will explain how the learning objective connects to the unit scales.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	all staff
EBLI	Trained K-2 teachers will guide the students to use strategies and activities that are easily infused into writing and spelling instruction. EBLI will be used at least 3 times a week.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	K-2 EBLI trained staff Principal
Atlas Rubicon	Atlas Rubicon is an online standards-based database that allows teachers to input and view curriculum materials. Teachers can edit individual lessons based on their needs, and view how these lessons correlate to the NGSS and Michigan Grade Level Content Expectations for Social Studies.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Principal K-5 Science and Social Studies Teachers Support Staff
District Writing Consultant	ELA staff will be observed by and consult with the District Writing Consultant who coaches teachers and provides feedback on instruction.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom ELA staff District Writing Consultant Principal Data Coach Early Literacy Specialist
Daily Routines	Daily Routines are conducted to explore and extend math curriculum while integrating them into the daily life of the classroom. These established routines engage children in the organization of their learning.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers
MAISA Writing Units	Using the strategy of Writer's Workshop, teachers use the MAISA Writing Units to focus on the three text types: narrative, informational and opinion writing. Writing Units are implemented at least 3 times a week.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom ELA teachers Early Literacy Specialist District Writing Consultant

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Title I Compact	All parents, students, staff, and principal will review and sign a compact that reinforces respectful, responsible, and safe behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All classroom teachers Principal
Wildcat Den	Students who earn Paw Slips for good behavior have the chance to "shop" monthly at the Wildcat Den. Students are responsible for keeping their Paw Slips. If they are misplaced, they cannot be replaced.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers Principal PBIS Committee
iRIP	K-3 classroom teachers will write an iRIP (Individual Reading Improvement Plan) for students based on the full assessment system, including classroom assessments and formative practices. iRIPs are provided to students as needed to support learning and literacy proficiency.	Academic Support Program	Tier 2	Implement	10/01/2018	06/13/2019	\$0	Principal K-3 classroom teachers
Providing Feedback	Specific feedback will be provided to students in a timely manner. Feedback will be aligned to the daily learning target for math and connected to previous learning. Feedback will be corrective rather than open praise.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers Support staff
Cooperative Learning	Cooperative learning will be incorporated into daily math lessons and include positive interdependence and individual accountability. Cooperative groups will be small in size and be used consistently and systematically.	Academic Support Program	Tier 1	Implement	09/13/2018	06/13/2019	\$0	Classroom math teachers
Think Sheets	When students are referred to the office for making poor choices, they are given a "Think It Through" sheet to state what happened in their own words. Sheets are then given to the principal to review, and the student is interviewed by the principal. Consequences are determined based on behavioral action. "Think It Through" sheets are logged into PowerSchool. Sheets are revisited throughout the school year to track if behavior has improved.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Principal Teachers In Charge Office Staff
Home Links	Staff will provide weekly home communication for students and parents to participate in cooperative learning activities that connect with school curriculum. At the start of each math unit, a letter is sent home describing the upcoming unit so that parents can support their child at home.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom math teachers

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Extensive Assessment-NWEA MAP	This Extensive Assessment is a tool intended to be delivered to students who seem to display a deficiency as identified on the initial assessment or through formative and classroom assessments. Results from an Extensive Assessment may assist with the placement of students into intervention tiers and identification of specific support needs to address deficiencies in skills or competencies in component areas of English Language Arts.	Academic Support Program	Tier 2	Implement	10/01/2018	06/13/2019	\$0	Principal Early Literacy Specialist Data Coach
Kindergarten Information Night	All incoming Kindergarten students and families are invited to KES to learn how to best prepare their child for Kindergarten during the summer months. Resources will be provided to support math skills in the home.	Parent Involvement, Community Engagement	Tier 1	Monitor	06/03/2019	06/03/2019	\$0	Kindergarten Teachers Principal
Home & School Newsletter	A Home & School Connection newsletter will go home monthly to improve school success, foster the home and school partnership, and enhance parenting skills and discipline.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Principal PBIS committee
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	02/01/2019	03/29/2019	\$0	Early Literacy Specialist Principal
Initial Assessment-NWEA MAP Growth	The NWEA MAP Assessment tool is used regularly (three times per year), to identify any potential issues or challenges for students in demonstrating literacy skills at grade level based upon Michigan's English Language Arts standards in grades K-3.	Academic Support Program	Tier 1	Implement	09/17/2018	05/30/2019	\$0	Early Literacy Specialist Principal Data Coach K-3 ELA staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Assemblies	The PBIS Committee will plan monthly school assemblies to reinforce and celebrate appropriate student behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	PBIS Committee Principal
Teach Your Child To Read	The "Teach Your Child To Read in 100 Lessons" is a parent workshop for family members to build a foundation and support early literacy skills. This program is directly correlated to Reading Mastery and paves the way to reading success! Each family leaves with a copy of the book to use at home with their preschool/kindergarten student.	Parent Involvement, Community Engagement	Tier 1	Implement	08/16/2018	08/16/2018	\$400	Principal Kindergarten Teacher

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VIP Lunch	Classroom teachers will select up to 2 students to be recognized at the monthly VIP lunch. VIP students sit at a special table during lunch time. These students also receive an award, special treat bag, and wear a VIP lanyard for the day.	Behavioral Support Program	Tier 1	Implement	10/12/2018	05/17/2019	\$200	Classroom teachers PBIS Committee
Planning Table	Planning Table will be held 6 times a year to discuss student math achievement data and develop instructional changes and interventions. Dates TBD.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$2336	Classroom math teachers Principal Data Coach
Data Teams	Data Teams meet every 2-3 weeks during the school year. During this time, staff analyzes student achievement data, determines areas of weakness, selects a high leverage strategy to apply to a specific skill or concept, establishes a results indicator, and creates a SMART goal. Locally developed pre/post tests are given and results are shared out with staff and documented in Google forms. This allows staff to access results at a later time.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$3366	Principal Classroom Teachers Data Coach
Data Teams	Data Teams meet every 2-3 weeks during the school year. During this time, staff analyzes student achievement data, determines areas of weakness, selects a high leverage strategy to apply to a specific skill or concept, establishes a results indicator, and creates a SMART goal. Locally developed pre/post tests are given and results are shared out with staff and documented in Google forms. This allows staff to access results at a later time.	Teacher Collaboration	Tier 1	Monitor	10/02/2018	06/13/2019	\$3366	Principal Classroom Teachers Early Literacy Specialist Data Coach
Game Night	Kment families are invited for an evening of fun and learning to build the home-school relationship through the use of educational math games.	Parent Involvement, Community Engagement	Tier 1	Implement	11/15/2018	11/15/2018	\$400	Staff volunteers
Planning Table	Planning Table will be held 6 times a year to discuss student reading achievement data and develop instructional changes and interventions. Dates TBD.	Teacher Collaboration	Tier 1		10/02/2018	06/13/2019	\$2336	Principal ELA staff Data Coach Early Literacy Specialist
Studies Weekly	Teachers will incorporate Studies Weekly into their social studies and science curriculum. This periodical aligns with CCSS and provides students with additional exposure to expository text.	Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Principal K-5 Science and Social Studies Teachers

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Family Fun Night	Staff and Community come together to promote a healthy lifestyle through exercise and nutrition. Community members from local fitness facilities and hospitals demonstrate healthy activities and provide information for all ages.	Parent Involvement, Community Engagement	Tier 1	Implement	01/10/2019	01/10/2019	\$200	Staff volunteers
Walk To Read	A Reading Mastery placement test is used to determine students instructional reading levels. The Early Literacy Specialist and Principal work with the data to determine the placement of students into groups for daily reading instruction. At reading time, the kids switch rooms to have their reading time with a teacher that teaches that level.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	K-2 teachers Support Staff Principal
Corrective Reading	Eligible students in grades 3-5 will receive Corrective Reading instruction. Explicit direct instruction in decoding, fluency, and comprehension will be done on a daily basis for the duration of the school year to help improve their comprehension and reading fluency.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$23800	Instructional Aides/Interventionists

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
March Is Reading Month	Motivating children to read is an important factor in student achievement and creating lifelong successful readers. Each March, KES comes together to celebrate reading through March is Reading Month activities (i.e., school-wide reading, contests, spirit days, etc.).	Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	03/01/2019	03/29/2019	\$500	Early Literacy Specialist Principal Classroom teachers
MobyMax	All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice on fact fluency and math concepts.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$700	Classroom math teachers grades 1-5 Support staff
Author's Visit	By bringing an author to KES, we will make a powerful connection between our students and the written word and help bring books to life for them. Not only do author and illustrator visits offer a fun break from the classroom routine, they also introduce students to the processes of writing, developing characters, and expressing one's creativity.	Academic Support Program, Community Engagement	Tier 1	Implement	01/02/2019	05/30/2019	\$1000	Early Literacy Specialist Principal

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Lexia Core5	Lexia's computer program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and provides teachers with the data and student-specific resources they need for individual or small-group instruction.	Technology	Tier 2	Monitor	09/04/2018	06/13/2019	\$3450	Classroom Teachers Early Literacy Specialist Instructional Support Staff
Lexia Core5	Students with iRIPs will use the Lexia Core5, an adaptive, computerized program, to address the gaps in their literacy learning. The amount of weekly student use of Core5 will be determined by their initial placement into the program.	Academic Support Program	Tier 2	Implement	10/08/2018	06/13/2019	\$3450	Principal Early Literacy Specialist K-3 ELA Classroom Teachers Data Coach
Motivational Speaker	KES will bring back Jim Basketball Jones and his program on character education and positive life choices. His engaging and high energy assembly is life-changing for students, teachers, and parents alike.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Implement	04/01/2019	05/30/2019	\$650	Principal Early Literacy Specialist Classroom teachers
Book Bingo Night!	Families are invited to enjoy an evening playing Bingo for Books! Each person leaves with a free book and information on summer reading activities and programs. A light dinner is also served.	Parent Involvement, Community Engagement	Tier 1	Implement	03/14/2019	03/14/2019	\$200	Principal Staff volunteers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	At risk students grades 2-5 will be identified through NWEA (MAP) data for additional academic support in math. They will participate in an after school program 4 times a week, with 2 days focusing on math remediation. Each after school session lasts for 60 minutes. During this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 2	Monitor	10/08/2018	05/23/2019	\$8000	Assigned staff members Principal

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After School Program	At risk students in grades 2-5 will be identified through NWEA (MAP) data for additional academic support in reading. They will participate in an after school program 4 times a week, with 2 days focusing on reading remediation. Each after school session lasts for 60 minutes. During this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 2	Monitor	10/08/2018	05/23/2019	\$8000	Assigned staff members Principal
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Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III Intervention	Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve reading skills in addition to their daily reading instruction.	Academic Support Program, Direct Instruction	Tier 3		09/04/2018	06/13/2019	\$0	Resource Room teacher/Teacher Consultant