

2015 Fordline School Improvement Plan

Fordline Elementary School
Southgate Community School District

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14775 Fordline St
Southgate, MI 48195-2567

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All K-5 students will be proficient in math.....	3
Goal 2: All K-5 students will be proficient in science.....	12
Goal 3: All K-5 students will be proficient in social studies.....	20
Goal 4: All K-5 students will be proficient in reading, writing, speaking, and listening.....	30
Activity Summary by Funding Source	40

Overview

Plan Name

2015 Fordline 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 K-5 students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
2	All K-5 students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
3	All K-5 students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
4	All K-5 students will be proficient in reading, writing, speaking, and listening.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0

Goal 1: All K-5 students will be proficient in math.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency as determined by MDE in Mathematics by 06/01/2016 as measured by M-Step.

Strategy 1:

Higher Order Thinking Skills - All math teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in math and how these relate to one another and to other disciplines.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include a second year of sessions for every math teacher K-8, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use Class A to record and analyze student math scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program’s impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom’s book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom’s taxonomy was to focus on all domains. These domains

2015 Fordline School Improvement Plan

Fordline Elementary School

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Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using student engagement strategies, such as total participation techniques, daily to help students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All certified staff</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include a second year of sessions for every math teacher K-8, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All certified staff</p>

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use Class A to record and analyze student math scores.</p>	Technology	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Goal 2: All K-5 students will be proficient in science.

Measurable Objective 1:

43% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency determined by MDE in Science in Science by 06/01/2016 as measured by M-Step.

Strategy 1:

Higher Order Thinking Skills - All science teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in science and how these relate to one another and to other disciplines.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom’s book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom’s taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in science. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in science. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development Professional Development will include the 5 days of District Provided Professional Development. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science.</p>	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem-solving strategies. Teachers will use Class A to record and analyze student science scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students?</p> <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in science. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom teachers will focus on increasing student engagement by using total participation techniques daily to help students become proficient in science. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.	Professional Learning	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.</p>	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science.</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2015 Fordline School Improvement Plan

Fordline Elementary School

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills. Teachers will use Class A to record and analyze student science scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Goal 3: All K-5 students will be proficient in social studies.

Measurable Objective 1:

56% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency determined by MDE in Social Studies in Social Studies by 06/01/2016 as measured by M-Step.

Strategy 1:

Higher Order Thinking Skills - All social studies teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base

2015 Fordline School Improvement Plan

Fordline Elementary School

groups. Teachers will display extensive knowledge of the important concepts in math and how these relate to one another and to other disciplines.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom’s book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom’s taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in social studies. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in social studies. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's social studies focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All certified staff</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All certified staff</p>

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in social studies. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in gaining a deeper understanding of social studies concepts. Teachers will use document cameras to demonstrate social studies skills. Teachers will use Class A to record and analyze student social studies scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in social studies. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains

2015 Fordline School Improvement Plan

Fordline Elementary School

were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using Student Engagement daily to help students become proficient in social studies. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's social studies focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program			09/03/2013	06/12/2015	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Teachers will explain and discuss the content expectations for each grade in the fall of each year. Encourage attendance at the fall and spring parent-teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email whenever they have any questions or concerns.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	Title II Part A	All certified staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in social studies. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving social studies problems. Teachers will use document cameras to demonstrate social studies skills. Teachers will use Class A to record and analyze student social studies scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Goal 4: All K-5 students will be proficient in reading, writing, speaking, and listening.

Measurable Objective 1:

79% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by MDE in ELA in English Language Arts by 06/01/2016 as measured by M-Step.

Strategy 1:

Higher Order Thinking Skills - All ELA teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in math and how these relate to one another and to other disciplines.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

2015 Fordline School Improvement Plan

Fordline Elementary School

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards in order to further help student achievement.</p> <p>Teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in ELA and how these relate to one another and to other disciplines. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's ELA focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students.</p> <p>The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week.</p> <p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.</p> <p>Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2017	\$0	Title I Part A	All certified staff
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html. Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the “Schoolwide Compact” at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the “Title I Parent Involvement Plan and Checklist” that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents’ contributions.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All certified staff</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include a second year of sessions for every ELA teacher K-5. These sessions will highlight Higher Order Thinking Skills to use in best ELA practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>09/15/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>All certified staff</p>

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of gaining a deep understanding of ELA concepts. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use Class A to record and analyze student ELA scores.	Technology	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program’s impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in ELA. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category:

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom’s book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom’s taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

2015 Fordline School Improvement Plan

Fordline Elementary School

Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier: Tier 1

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using engagement strategies, such as total participation techniques, daily to help students become proficient in English Language Arts. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's ELA focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	General Fund	All certified staff
Activity - At-risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2015 Fordline School Improvement Plan

Fordline Elementary School

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.	Parent Involvement	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

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<p>At-risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
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Fordline Elementary School

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Fordline Elementary School

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2015 Fordline School Improvement Plan

Fordline Elementary School

	classroom the student will be exited from services.							
Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff
Parent Involvement	Teachers will explain and discuss the content expectations for each grade in the fall of each year. Encourage attendance at the fall and spring parent-teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system to student progress for students in grades 3rd through 12th. Parents will be encouraged to communicate with teacher via email whenever they have any questions or concerns.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>At-risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
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2015 Fordline School Improvement Plan

Fordline Elementary School

	classroom the student will be exited from services.							
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>At-risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
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2015 Fordline School Improvement Plan

Fordline Elementary School

	classroom the student will be exited from services.							
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2015 Fordline School Improvement Plan

Fordline Elementary School

<p>At-risk Student Support</p>	<p>Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.</p> <p>If additional support does not help the K-5 At-Risk student/s they will be referred for additional services from the Tier #2 Interventionist and/or for after-school tutoring. Interventions for these students will be 2 to 4 times every week for 20 to 30 minutes sessions.</p> <p>Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).</p> <p>K- 5 students who are struggling with social, mental, and/or emotionally issues may receive support from an Elementary At-Risk Social Worker/Counselor. These services will be individualized for each student. These interventions will be tracked using task logs.</p> <p>English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
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2015 Fordline School Improvement Plan

Fordline Elementary School

	classroom the student will be exited from services.							
Parent Involvement	K-5 teachers will explain and discuss the content expectations for each grade in the fall of each year. Parents will be encouraged to visit the MDE site on Parent Involvement=Student Achievement@ http://www.michigan.gov/mde/0,1607,7-140-52333-23090--,00.html . Encourage attendance at the fall and spring parent teacher conferences. K-5 parents will sign will sign the "Schoolwide Compact" at the fall parent teacher conferences. Teachers will encourage parents to access MiStar, our web-based grade book system of student progress for students in grades 3-12. Parents will be encouraged to communicate with teacher via e-mail, phone or in person whenever they have a question or concern. The district parent involvement policy will be followed. K-5 administrators will follow the "Title I Parent Involvement Plan and Checklist" that includes: policy, annual parent meeting, involving parents in a timely on-going way, parent satisfaction, provide materials and training for parents to work with their children and educate all staff in the value of parents' contributions.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in social studies.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include a second year of sessions for every ELA teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight student engagement usage for the best ELA practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of “Michelangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in ELA.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include a second year of sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Professional Development	Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Higher Order Thinking Skills” and “Student Engagement”. Professional Development will include an optional after-school book study for “Total Participation Techniques: Making Every Student an Active Learner”. Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in science.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom	<p>Classroom teachers will focus on using Student Engagement daily to help students become proficient in social studies. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.</p> <p>Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Classroom	<p>Classroom teachers will focus on increasing student engagement by using total participation techniques daily to help students become proficient in science. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's social studies focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of gaining a deep understanding of ELA concepts. Teachers will use document cameras to demonstrate ELA skills and problem-solving strategies. Teachers will use Class A to record and analyze student ELA scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's ELA focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include a second year of sessions for every ELA teacher K-5. These sessions will highlight Higher Order Thinking Skills to use in best ELA practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner".</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>09/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in social studies.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in gaining a deeper understanding of social studies concepts.</p> <p>Teachers will use document cameras to demonstrate social studies skills.</p> <p>Teachers will use Class A to record and analyze student social studies scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff
Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice social studies skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in social studies.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving social studies problems.</p> <p>Teachers will use document cameras to demonstrate social studies skills.</p> <p>Teachers will use Class A to record and analyze student social studies scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's ELA focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Data Team</p>	<p>Teachers will meet monthly to look at which standard/s need to be the focus of the next month's lesson in science. Teachers may decide to collectively develop the major learning targets for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share best practices at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this strategy should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in ELA. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the gaining a deeper understanding in ELA. Teachers will use document cameras to demonstrate ELA skills. Teachers will use Class A to record and analyze student ELA scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in science.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems.</p> <p>Teachers will use document cameras to demonstrate science skills.</p> <p>Teachers will use Class A to record and analyze student science scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff
Classroom	<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in social studies. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in social studies. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teaches will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Professional Development</p>	<p>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement". Professional Development will include a second year of sessions for every math teacher K-8, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices. Professional Development will include a second year of sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5. Professional Development will include an optional after-school book study for "Total Participation Techniques: Making Every Student an Active Learner". Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in math.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom	<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in math. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Evaluation of the Strategies and/or Activities	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

Technology	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary.</p> <p>Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in mathematics.</p> <p>Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems.</p> <p>Teachers will use document cameras to demonstrate math skills and problem –solving strategies.</p> <p>Teachers will use Class A to record and analyze student math scores.</p>	Technology	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff
Evaluation of the Strategies and/or Activities	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities.</p> <p>This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.</p> <p>This process should include answering the following questions:</p> <p>Is there opportunity for high quality implementation?</p> <p>Is the program implemented as intended?</p> <p>What is the program’s impact on students?</p> <p>Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Evaluation of the Strategies and/or Activities</p>	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's science focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom	Classroom teachers will focus on using engagement strategies, such as total participation techniques, daily to help students become proficient in English Language Arts. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Data Team	Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's social studies focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice mathematical skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads/Learn Pads, iPods, Chrome Books and iCurio to assist student in becoming proficient in mathematics. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving mathematical problems. Teachers will use document cameras to demonstrate math skills and problem –solving strategies. Teachers will use Class A to record and analyze student math scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

Classroom	<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in science. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in science. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will also incorporate total participation techniques into daily lessons.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff
Evaluation of the Strategies and/or Activities	<p>Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process should include answering the following questions: Is there opportunity for high quality implementation? Is the program implemented as intended? What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.</p>	Evaluation	Tier 1	Implement	09/02/2014	06/15/2017	\$0	All certified staff

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Classroom</p>	<p>Classroom teachers will focus on using student engagement strategies, such as total participation techniques, daily to help students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement.</p> <p>Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Classroom</p>	<p>Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards in order to further help student achievement.</p> <p>Teachers will focus on Application, Analysis, Synthesis, and Evaluation. Groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in ELA and how these relate to one another and to other disciplines. Teachers will also incorporate total participation techniques into daily lessons.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>

2015 Fordline School Improvement Plan

Fordline Elementary School

<p>Data Team</p>	<p>Teachers will meet as according to the Professional Development schedule to look at which standard/s need to be the focus of the next month's lesson in each subject. Teachers may decide to collectively develop the higher order thinking skills for the next month's math focus lessons. The teachers will discuss how the students will demonstrate mastery of the focus standard/s. They will decide what formative assessment should be given to assess this mastery. Teachers will meet monthly to review monthly the formative assessment. Teachers will be looking at the number and percentage of students who scored proficient (70%) or higher. The teachers will discuss any obstacles of the non-proficient students. The teachers will share higher order thinking skills at these monthly Data Team meetings and collaboratively decide on which instructional strategy may have the greatest impact on student achievement to implement for the next month. The teachers will also decide how often this thinking skill should be implemented per week. Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the higher thinking skills as identified in monthly Data Team meetings. These identified students will include all subgroup areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>
<p>Technology</p>	<p>Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Mimio Interactive Whiteboards, projectors, document cameras, flip cameras, iPads, iPods, and iCurio to assist student in becoming proficient in science. Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of solving scientific problems. Teachers will use document cameras to demonstrate science skills and problem –solving strategies. Teachers will use Class A to record and analyze student science scores.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All certified staff</p>