School Improvement Plan

Shelters Elementary School

Southgate Community School District

Mrs. Sinder Gundick, Administrator
12600 Fordline
Southgate, MI 48195-2399

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2015 Shelters School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Shelters Elementary School is located in a suburban community that is 6.8 square miles, and is one of four elementary schools in Southgate Community School District. Shelters is a neighborhood school. We have approximately 384 students in Kindergarten through fifth grade. Fewer students and significant budget deficits have caused us to right size our district. Our system includes 4 elementary schools, 1 middle school, 1 high school, Asher Advantage Academy (adult and alternative education), Beacon Day Treatment Center, and a Special Education Transitions Program. During this same time period our economically disadvantaged and special education population has grown. Currently 43% of our students are economically disadvantaged and 10% are special education.

School's Purpose

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

Mission Statement: Learning for Life Vision Statement: The best choice for students and parents. Belief Statements: Learning is a lifelong process. Collaboration of students, parents and staff has the greatest impact on student growth, Students benefit academically in a safe, supportive and stimulating environment. The purpose of Shelters Elementary is to offer a high quality education for all students. Teachers use the Common Core State Standards as a measure of skills that students should achieve. Teachers use ongoing assessments to check for student achievement towards these grade level expectations. The data from these assessments help determine which students need extra support. The data includes: Guided Reading Levels, MLPP rubric, and skill area levels for all academic areas including science and social studies. Teachers officially turn in a list of students who need extra assistance in September, January, and March. Students who are At-Risk receive extra support in a number of ways. Once identified students may receive extra help from an Interventionist during the day and/or after-school tutoring. We also use school social workers to assist students who are struggling in other non-academic areas.

School Pride Statement: I am proud to be a Southgate Titan. Today I will do my best to learn new things, meet school expectations, and demonstrate good character, and demonstrate good character. I'm a caring member of this school family, and I can't hide my Shelters pride.

Notable Achievements and Areas of Improvement

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

Shelters Elementary increased proficiency in the following content: Student Engagement and Higher Order Thinking Skills

For the last couple of years, the elementary principals have been conducting Data Walks 1-2 times per month. Data Walks are quick classroom walk-throughs where the administrator looks for evidence of School Improvement initiatives being implemented.

Shelters Elementary will continue a concentrated focus on continuing improving student proficiency in student engagement and higher order thinking through continued implementation of Total Participation Techniques and the Higher Order Thinking Stems. We will review Data Walk information to ensure implantation and progress.

Additional Information

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

Shelters will continue to focus on Higher Order Thinking and Student Participation/Engagement to raise student achievement in Reading, Math, and Science. Resources and school goals will focus on these areas of concern.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school improvement plan is completed by the building principal and the entire certified staff. The administrative assistant (school secretary) aided the completion of the data portion. The parents of the School Development Team reviewed this data, agreed with the conclusions, and will support the goals. This is a dynamic document that will be updated and revised on an annual basis. In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments.

At our annual Title I parent meeting, we present our current plan/goals and recruit additional parents to participate as a school improvement team member. Each year the team determines a calendar of meetings that are held both after school and before school to accommodate both staff and parents. Parents are made to feel welcome and comfortable at the meetings. They are encouraged to participate in all discussion and work sessions regarding the school goals and data. The meeting agenda and minutes are posted on the schools website and parents are able to subscribe to the webpage. If they subscribe, they receive and email with the upcoming agendas and past minutes of all meetings on a monthly basis. This allows parents who may not be able to attend any or all meetings to have input and be informed throughout the school year.

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

All certified staff receives a a copy of the SIP at the beginning of each school year. As a staff the plan is reviewed and revised as needed. The representatives currently are: Nearly every classroom teacher (K-5), current enrichment teachers, building principal, and 3 parents from various grade levels. The responsibilities are divided among the group.

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

The final improvement plan is shared with all stakeholders at various meetings, at the Title I Annual Parent meeting and posted on our website for anyone to view. Stakeholders are encouraged to call or or send emails if they have any questions or concerns regarding the improvement plan.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Our enrollment has steadily declined over the last few years. Our challenges
include: district reconfiguration, movement of high quality certified teaching staff
(or teacher layoffs), and declining resources/funds.

Student Demographic Data

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

Attendance continues to be a concern in grades K-5. Parents are more likely to
keep students out of school for a variety of reasons beyond our control. It is
almost impossible to fill in learning gaps when students miss school on a regular
basis.

Student Demographic Data

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

We have implemented PBIS in an effort to control student behavior referrals. We
know that students need to be in school, and not suspended, in order to be more
engaged in the learning process.

Student Demographic Data

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

The district is working on a campaign to retain our current student population
as well as attract quality school of choice students from surrounding districts in
order to increase our student population and maintain our funding. Specifically, we
are starting a Transitional Kindergarten program to attract new families.

Teacher/School Leader(s) Demographic Data

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

Shelter's administrator has over 10 years of administrative experience. Most of
our teaching staff has over 15 years of classroom experience. We believe that this
experience has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Most of our teaching staff has over 15 years of classroom experience. We
believe that this experience has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

We do our best to limit the number of absences due to professional development.
Shelters' s administrator has excellent attendance.

Teacher/School Leader(s) Demographic Data

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

It is essential for students to have the regular attendance of their certified
classroom teacher. We do our best to limit the number of absences due to
professional development. Individual classroom teacher illness is beyond our
control. We make every effort to put a highly qualified, certified, consistent
substitute in front of the students during an extended absence.

Teacher/School Leader(s) Demographic Data

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

At this time, we do not believe that we have any identified challenges regarding

teacher/school leader demographics.

Process Data

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

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

Our strengths include Strand #2 Leadership for Learning and Strand #4 Family, School, and Community Relations.

Some of our strongest indicators include learning environment, data analysis, and decision making, a strong culture for learning, organizational management, and engagement.

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

Our lowest strand was Strand #1 Teaching for Learning.

We are in partial stages of curriculum alignment and student involvement in the assessment process.

12. How might these challenges impact student achievement?

It is important that curriculum is signed so every student has the same opportunities or learning. If teachers don't follow curriculum pacing guides it may lead to students with achievement gaps.

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

We have decided to focus on student goal setting (students will set their own learning objectives and participate in some self assessment.)

We will continue our work toward increasing student engagement and using higher order thinking skills.

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

Students who are at risk of not meeting grade level standards are referred to
the RtI committee for discussion. During this discussion, if the Tier I
interventions in the classroom have not made a difference for these struggling

students, the students become eligible for additional extended learning

opportunities. These opportunities include, day time interventions provided by a HQ

certified teacher and may also include extended day learning opportunities and/or

summer school.

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

Extended Learning Opportunities include day time interventions for students in

grades K-5 through the Response to Intervention program provided by Highly Qualified

certified teachers. Extended Day opportunities exist through before and after

school tutoring for grades 2-5 and summer school for grades K-5.

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

Students who are at risk of not meeting grade level standards are referred to

the RtI committee for discussion. During this discussion, if the Tier I

interventions in the classroom have not made a difference for these struggling

students, the students become eligible for additional extended learning

opportunities.

A letter is sent home to parents to notify them of the opportunities available to

their students.

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

Data Walks are performed in every classroom approximately two times per month

per teacher. During these Data Walks, state content standards are checked for

alignment in all courses and grade levels. Teacher weekly lesson plans also require

content standards to be included and aligned.

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

MIPHY does not apply to Grogan.

Achievement/Outcome Data

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

19a. Reading- Strengths

Comprehension

19b. Reading- Challenges

Informational Text

Bottom 30% not proficient.

Students with disabilities not proficient.

19c. Reading- Trends

3rd grade - increased from 58% in the 09/10 school year to 62% in 13/14 school year.

4h grade - increased 65% in 09/10 to 71% in 13/14.

5th grade - increased 63% in 09/10 to 77% in 13/14.

19d. Reading- Summary

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

We will continue to focus on Student Engagement (using TPT) and Higher Order Thinking.

20a. Writing- Strengths

4th grade - grammar and usage

20b. Writing- Challenges

4th grade - writing genre

Bottom 30% not proficient.

20c. Writing- Trends

4th grade - significant increase from 34% in 10/11 to 66% in 13/14.

20d. Writing- Summary

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

We will continue to focus on Student Engagement (Total Participation Techniques) and Higher Order Thinking.

21a. Math- Strengths

5th grade - whole number multiplication

4th grade - understanding area and perimeter

3rd grade - connections

21b. Math- Challenges

5th grade - decimals and fractions

4th grade - multiplication and division

3rd grade - addition ans subtraction fluency

Bottom 30% not proficient.

21c. Math- Trends

3rd grade - increased from 14% in 09/10 to 44% in 13/14.

4h grade - increased from 35% in 09/10 to 44% in 13/14.

5th grade - decreased from 55% in 09/10 to 45% in 13/14.

21d. Math- Summary

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

We will continue to focus on Student Engagement (Total Participation Techniques) and Higher Order Thinking.

22a. Science- Strengths

5th grade - life science

22b. Science- Challenges

5th grade - science processes

Bottom 30% not proficient.

22c. Science- Trends

5th grade - Decreased from 13% in 09/10 to 9% in 13/14.

22d. Science- Summary

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

We will continue to focus on Student Engagement (Total Participation Techniques) and Higher Order Thinking.

23a. Social Studies- Strengths

6th grade - geography

23b. Social Studies- Challenges

6th grade - history

Bottom 30% not proficient.

23c. Social Studies- Trends

6th grade - Decreased from 41%in 09/10 to 26% in 13/14.

23d. Social Studies- Summary

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

We will continue to focus on Student Engagement (Total Participation Techniques) and Higher Order Thinking.

Perception Data

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

24a. Student Perception Data

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

98.82% of students agree that their school is focused on learning.
95.29% of students agree that school is preparing them for the future (for example: next grade, next level, after graduation, career)

24b. Student Perception Data

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

76.47% agree that they are treated with respect at school.
75% agree that their school gives them ways to share their opinions.

24c. Student Perception Data

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

PBIS training and initiatives are being explored and expanded upon at Shelters. RESA held a PD training that offered new approaches and systems to add the the Positive Behavior Intervention Supports that our building has in place. The School Improvement Team will work to determine what building wide efforts/programming to put in place for 2015/2016. In addition, our building has staff representation on the District Level PBIS team.

25a. Parent/Guardian Perception Data

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

99.01% of parents agree that their child knows what is expected of them at school.
98.02% of parents agree that school is focused on student learning.

25b. Parent/Guardian Perception Data

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

81.91% of parents agree that their child knows how to get extra help at school.

85.23% of parents agree that school gives them a way to share their opinion.

25c. Parent/Guardian Perception Data

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

We will continue to encourage parents to be active in the PTO and attend monthly meeting to ensure that they utilize their avenue for expressing opinion and taking part in decision making processes.

Parents are welcome to participate in the School Improvement process by attend monthly SI meetings as parent representatives.

26a. Teacher/Staff Perception Data

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

100% of staff agree that students know what is expected of them at school.

97.14% agree on the following:

Our school is focused on student learning.

Our school has high expectations for students.

Our school is safe.

Students know at least one adult in our school that cares about them.

26b. Teacher/Staff Perception Data

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

82.86% of staff agree that they are able to share their option at school.

85.71% of staff agree with the following:

Students know how to get extra help at school.

Students understand what they are learning and how to improve.

26c. Teacher/Staff Perception Data

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

The School Improvement process will explore ways to make sure staff members take opportunities to share their opinions.

Staff members will share ideas and opinions regarding the best way to inform students on effective ways to get additional help when needed.

27a. Stakeholder/Community Perception Data

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

The community of stakeholders overwhelmingly feel that our elementary buildings are focused on student learning, and that our schools offer a safe environment.

27b. Stakeholder/Community Perception Data

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

5% our community of stakeholders feel that our elementary schools do not have high expectations.

27c. Stakeholder/Community Perception Data

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

We will continually invite and encourage our community stakeholders to attend Open House, PT Conferences, PTO Meetings, building and district School Improvement Meetings, Curriculum Nights, and other building events and functions where information about expectations and learning targets are made available and explained.

Summary

28a. Summary

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

Our strength is that we are focused on increasing student engagement and higher order thinking skills. we believe that this focus will help students in all subject areas.

28b. Summary

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

Deomgraphic, process and perception data all impact student achievement differently. It is important that we prepare staff for demographic changes that may impact students in their classrooms. For example, as more of our students qualified for free or reduced lunch we had to be sensitive on how to use this knowledge to increase student engagement with students in poverty.

The process data represents our self-assessment in many areas of learning including: curriculum, instruction, culture, and assessment. This self-assessment is an opportunity to make some decisions about where we believe we may focus in order to increase student achievement. For example it is essential that we are focused on using effective instructional practices.

Perception data allows us to check with our stakeholders to measure perceptions of the learning. This data can be used to make informed decisions about students and the learning environment. Perception data may also be helpful to identify program effectiveness.

28c. Summary

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

The challenges identified in our demographic, process, and perception data is used help determine our measureable objectives, and activities for the upcoming year. Our team has analyzed our data and has decided to focus our efforts on using strategies to increase student achievement and increase student thinking levels.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	In grades K-5 District Common Assessments are given in every grade level for literacy and math. The math test is a locally developed benchmark test given annually. The literacy test is a compilation of MLPP and DRA assessments which are given three times per year. Copies of assessments are available upon request.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.southgateschools.com/files/district/2013/2013%20Shelters%20AER.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This building is a K-5 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 building.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Leslie Hainrihar 734-246-4600	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Student Parent Compact

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was completed by the building principal and the entire certified staff. The administrative assistant (school secretary) aided the completion of the data portion. The parents of the School Development Team reviewed this data, agreed with the conclusions, and will support the goals. This is a dynamic document that will be updated and revised on an annual basis.

In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments. Shelters follows the "District Common Assessments Schedule/Deadlines" for data collection, found in Appendix B. Comparative Item Analysis data was analyzed to compare our individual grade level content expectations with our local district and the state of Michigan.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

3. Shelters Enrollment Over Time
Grade K
 2011 - 12 = 56
 2012 - 13   = 53
 2013 - 14 = 54
 2014-15 = 51
1st Grade
 2011 - 12 = 49
 2012 - 13   = 51
 2013 - 14 = 75
 2014-15 = 54
2nd Grade
 2011 - 12 = 74
 2012 - 13   = 44
  2013 - 14 = 74
 2014-15 = 79
3rd Grade
 2011 - 12 = 58
 2012 - 13   = 67
 2013 - 14 = 54
 2014-15 = 67
4th Grade
  2011 - 12 = 61
 2012 - 13   = 55

2013 - 14 = 82

2014-15 = 49

5th Grade

2011 - 12 = 76

2012 - 13   = 52

2013 - 14 = 92

2014-15 = 78

TOTAL SCHOOL ENROLLMENT

2011 - 12 = 374

2012 - 13   = 322

2013 - 14 = 431

2014-15 = 378

2012-13

Hispanic/Latino = 22/7%

White/Caucasian = 220/84%

Native Hawaiian = 0

Black/African American = 25/8%

Asian American = 4/1%

American Indian = 1 < 1%

2013-14

Hispanic/Latino = 29/7%

White/Caucasian = 351/81%

Native Hawaiian = 2/1%

Black/African American = 35/8%

Asian American = 6/1%

American Indian = 0

2014-15

Hispanic/Latino=32/9%

White/Caucasian=298/79%

Native Hawaiian=2/<1%

Black/African American=35/9%

Shelters Nutrition Eligibility

2011-12

Free = 51%

Reduced = 8%

Total = 59%

2012-13

Free = 47%

Reduced = 7%

Total = 54%

2013-14

Free = 49%

Reduced = 9%

 Total = 58%

2014-15 (February Count)

 Free = 34%

 Reduced = 9%

 Total = 43%

Demographic Data Conclusions:

Shelters has seen > 1% increase in student enrollment over the past three years. In 2011-2012 there were 374 students enrolled. While in 2014-2015, we had 378 students enrolled. Shelters staffing levels have stayed the same since 2011. Since 2012 our Hispanic population has increased by 2%, African -American population has increased by 1%, while our Caucasian population has decreased by 5%. 79% of students in 2014 are Caucasian. Over the past 3 years we have decreased 16% for students receiving free and reduced lunch. 2013-2014 enrollment data continues to support the need for Title 1 and other services. 43% of students qualify for free and reduced lunch. Special Education students have stayed consistent over the last three years. English learners make up 8% of the population. Trends in our data show that our population has changed over the last 3 years. Shelters's discipline data shows 65 referrals were written in 2014-15. 31% of those referred were students with an IEP, while 71% of those referred did not have an IEP. 15 of the 65 referrals resulted in suspension. PBIS (Positive Behavior Intervention and Supports) and counseling/social work support have shown to support the school and we will continue PBIS and social work support/counseling.   Trends in our data show that our population has changed over the last 3 years.

MEAP Trend Data

Reading Proficiency Rates - Percent Proficient
3rd Grade
 2011 = 58% (State average 62%)
 2012 = 63% (State average 67%)
 2013 = 62% (State average 61%)
 Net Results over the 3 years = +4%
4th Grade
 2011 = 68% (State average 68%)
 2012 = 63% (State average 68%)
 2013 = 71% (State average 70%)
 Net Results over the 3 years = +3%
5th Grade
 2011 = 79% (State average 69%)
 2012 = 67% (State average 70%)
 2013 = 77% (State average 72%)
 Net Results over the 3 years = -2%
6th Grade
 2011 = 57% (State average 67%)
 2012 = 67% (State average 68%)
 2013 = 65% (State average 72%)
 Net Results over the 3 years = +8%

Math Proficiency Rates - Percent Proficient

3rd Grade

  2011 = 29% (State average 36%)

  2012 = 47% (State average 41%)

  2013 = 44% (State average 40%)

  Net Results over the 3 years = +15%

4th Grade

  2011 = 31% (State average 40%)

  2012 = 36% (State average 46%)

  2013 = 44% (State average 45%)

  Net Results over the 3 years = +13%

5th Grade

  2011 = 21% (State average 40%)

  2012 = 33% (State average 46%)

  2013 = 45% (State average 45%)

  Net Results over the 3 years = +24%

6th Grade

  2011 = 24% (State average 37%)

  2012 = 20% (State average 40%)

  2013 = 38% (State average 41%)

  Net Results over the 3 years = +14%

Writing Proficiency Rates - Percent Proficient

  2011 = 29% (State average 45%)

  2012 = 44% (State average 47%)

  2013 = 66% (State average 50%)

  Net Results over the 3 years = +37%

Science Proficiency Rates - Percent Proficient

  2011 = 8% (State average 15%)

  2012 = 2% (State average 13%)

  2013 = 9% (State average 17%)

  Net Results over the 3 years = +1%

Social Studies Proficiency Rates - Percent Proficient

  2011 = 21% (State average 28%)

  2012 = 22% (State average 30%)

  2013 = 19% (State average 26%)

  Net Results over the 3 years = -3%

MEAP Subgroup Analysis

3rd Grade Math 2013 - Percent Proficient

Male = 65%

Female = 29%

Gap = 36%

Economically Disadvantaged = 36%

Non-economically disadvantaged = 50%

Gap = 14%

4th Grade Math 2013 - Percent Proficient

Students with an IEP = 19%

Students with no IEP = 44%

Gap = 25%

Male = 55%

Female = 33%

Gap = 22%

Economically Disadvantaged = 43%

Non-economically disadvantaged = 44%

Gap = 1%

5th Grade Math 2013 - Percent Proficient

Students with an IEP = 14%

Students with no IEP = 45%

Gap = 31%

Male = 40%

Female = 49%

Gap = 9%

Economically Disadvantaged = 32%

Non-economically disadvantaged = 56%

Gap = 24%

3rd Grade Reading 2013 (Percent Proficient)

Male = 52%

Female = 70%

Gap = 22%

Economically Disadvantaged = 55%

Non-economically disadvantaged = 68%

Gap = 13%

4th Grade Reading 2013 - Percent Proficient

Students with an IEP = 71%

Students with no IEP = 38%

Gap = 33%

Male = 76%

Female = 67%

Gap = 9%

Economically Disadvantaged = 74%

Non-economically disadvantaged = 69%

Gap = 5%

4th Grade Writing 2013 - Percent Proficient

Students with an IEP = 66%

Students with no IEP = 19%

Gap = 47%

Male = 66%

Female = 67%

Gap = 1%

Economically Disadvantaged = 60%

Non-economically disadvantaged = 71%

Gap = 11%

5th Grade Reading 2013 - Percent Proficient

Students with an IEP = 77%

Students with no IEP = 29%

Gap = 48%

Male = 69%

Female = 85%

Gap = 16%

Economically Disadvantaged = 70%

Non-economically disadvantaged = 83%

Gap = 13%

5th Grade Science 2013 - Percent Proficient

Students with an IEP = 9%

Students with no IEP = 7%

Gap = 2%

Male = 9%

Female = 9%

Gap = 0%

Economically Disadvantaged = 9%

Non-economically disadvantaged = 8%

Gap = 1%

Local Assessment Data - Average Percentage Received

Math Benchmark

Kindergarten

  2012 = 100%

  2013 = 74%

  2014 = 82%

1st Grade

  2012 = 93%

2013 = 85%

2014 = 89%

2nd Grade

2012 = 90%

2013 = 80%

2014 = 76%

3rd Grade

2012 = 70%

2013 = 66%

2014 = 75%

4th Grade

2012 = 68%

2013 = 58%

2014 = 71%

5th Grade

2012 = 68%

2013 = 55%

2014 = 71%

Guided Reading Level

Percentage of Students at Grade Level

Kindergarten

2012 = 91%

2013 = 90%

2014 = 86%

1st Grade

2012 = 64%

2013 = 78%

2014 = 72%

2nd Grade

2012 = 73%

2013 = 60%

2014 = 71%

3rd Grade

2012 = 76%

2013 = 56%

2014 = 67%

4th Grade

2012 = 81%

2013 = 67%

2014 = 82%

5th Grade

2012 = 75%

2013 = 71%

2014 = 81%

Student Achievement Data Conclusions:

Reading:

Our reading proficiency rates based on the MEAP show an increase, school-wide, over the last 3 years with the exception of 5th grade with a -2%. Our 4th grade scores averaged above the State average all 3 years, with a net increase of 3% increase over the last 3 years. In 2013, our 3rd grade Reading MEAP Subgroup Gap Analysis data shows that 46% of the students who passed the MEAP were Economically Disadvantaged, while 50% of the students who passed were not, resulting in a 14% gap. In 2013, 43% of the 4th grade students who passed were Economically Disadvantaged, while 44% of the students who passed were not resulting in a gap of 1%. In 2013, 70% of the 5th grade students who passed were Economically Disadvantaged, while 83% of the students who passed were not resulting in a 13% gap. Trends show we have a need to address with our Economically Disadvantaged population in reading. In 2013, 77% of 5th grade students who passed the MEAP did not have an IEP, while 29 % of the students with and IEP passed resulting in a 16% gap.

Math:

Our Math MEAP Proficiency Rate data shows that we score higher than the MEAP State average for 2013 for 3rd and 6th grade and 5th grade was even with the state average and 4th grade was 1% less than state average. Our Math MEAP Subgroup Gap Analysis shows that in 2013, 3rd and 5th grade had gaps between Economically Disadvantaged and Non-Economically Disadvantaged while 4th grade showed a 1% gap. The 3rd grade gap was 14% and the 4th grade gap was 1%. The 5th grade shows a significant gap in 2013, 56% of the students who passed were not Economically Disadvantaged, while 32% of the students who passed were Economically Disadvantaged resulting in a 24% gap. In 3rd grade less than 10 students did not have an IEP and therefore is not considered a subgroup.

Writing:

Our Writing MEAP Proficiency Rate data shows an increase of 37% proficiency from 2011 to 2013. We also scored higher than the State in years 2011 and 2013. In 2013, we were 16% higher than the State average. Our Writing MEAP Subgroup Gap Analysis data shows that in 2013 the gap between our Economically Disadvantaged and Non-Economically Disadvantaged students was 1%. In 2013, 60% of the students who passed were Economically Disadvantaged, while 71% of the students who passed were not Economically Disadvantaged. In 2013, the gap was 11%.

Science:

Our Science MEAP Proficiency Rate data shows in 2013 that we had 9% proficient and the State had a 17% proficiency rate. We were 8% below the State average. Over the past 3 years, we have increased 1% on our science MEAP proficiency. In 2011, we had 8% proficiency and in 2013 we had 9% proficiency. Our Science MEAP Subgroup Gap Analysis shows that in 2013 of the students who passed, 9% were Economically Disadvantaged.

Social Studies:

Our Social Studies MEAP Proficiency Rate data shows an increase of 1% over the past 3 years. In 2011, we had 8% proficiency while in 2013 we had 9% proficiency. In 2013, we scored 8% lower than the State average of 17%.

The MEAP Proficiency Rate and MEAP Subgroup Gap Analysis data both show a need to address the gaps in regards to the State average and our subgroups. Within our school population, special attention needs to be addressed with our Economically Disadvantaged students and our students with an IEP.

2013-14 MEAP Comparative Item Analysis

3rd Grade Math 2013-14

Base ten number system: Minimum Proficiency Score = 9, School Average = 8.2

Addition subtraction fluency: Minimum Proficiency Score = 20.2, School Average = 19.7

Working with geometric shapes: Minimum Proficiency Score = 11.3, School Average = 10.5

Connections: Minimum Proficiency Score = 2.5, School Average = 2.3

3rd Grade Math 2012-13

Base ten number system: Minimum Proficiency Score = 7.4, School Average = 6.5

Addition subtraction fluency: Minimum Proficiency Score = 15.3, School Average = 15.1

Working with geometric shapes: Minimum Proficiency Score = 8.7, School Average = 8.2

Connections: Minimum Proficiency Score = 8.6, School Average = 7.3

4th Grade Math 2013-14

Understanding of fractions: Minimum Proficiency Score =2.1, School Average = 2.6

Multiplication and division: Minimum Proficiency Score = 11.1, School Average = 10

Properties of 2D 3D shapes: Minimum Proficiency Score = 3.5, School Average = 3.4

Understand area perimeter: Minimum Proficiency Score = 10.6, School Average = 9.7

Connections: Minimum Proficiency Score = 11.8, School Average = 10.9

4th Grade Math 2012-13

Understanding of fractions: Minimum Proficiency Score = 3.4, School Average = 3.1

Multiplication and division: Minimum Proficiency Score = 9.8, School Average = 8.4

Properties of 2D 3D shapes: Minimum Proficiency Score = 4.8, School Average = 4.1

Understand area perimeter: Minimum Proficiency Score = 8.8, School Average = 7.9

Connections: Minimum Proficiency Score = 14.2, School Average = 13

5th Grade Math 2013-14

Decimals and fraction: Minimum Proficiency Score = 11.7, School Average = 9.5

Whole-number multiplication: Minimum Proficiency Score = 9.9, School Average = 10.1

Connections: Minimum Proficiency Score = 12.4, School Average = 12

5th Grade Math 2012-13

Decimals and fraction: Minimum Proficiency Score = 13.3, School Average = 10.3

Whole-number multiplication: Minimum Proficiency Score = 9.7, School Average = 9.3

Connections: Minimum Proficiency Score = 12, School Average = 10.9

3rd Grade Reading 2013-14

Word Study: Minimum Proficiency Score = 3.4, School Average = 3.4

Narrative Text: Minimum Proficiency Score = 5.8, School Average = 5.8

Informational Text: Minimum Proficiency Score = 1.3, School Average = 1.4

Comprehension: Minimum Proficiency Score = 9.5, School Average = 9.6

3rd Grade Reading 2012-13

Word Study: Minimum Proficiency Score = 2.3, School Average = 2.4

Narrative Text: Minimum Proficiency Score = 6.2, School Average = 6.7

Informational Text: Minimum Proficiency Score = 1.8, School Average = 1.9

Comprehension: Minimum Proficiency Score = 12.6, School Average = 13.4

4th Grade Reading 2013-14

Word Study: Minimum Proficiency Score = 3, School Average = 3.2

Narrative Text: Minimum Proficiency Score = 5.3, School Average = 6.3

Informational Text: Minimum Proficiency Score = 1.4, School Average = 1.5

Comprehension: Minimum Proficiency Score = 10.4, School Average = 11.9

4th Grade Reading 2012-13

Word Study: Minimum Proficiency Score = 1.8, School Average = 2.1

Narrative Text: Minimum Proficiency Score = 2.8, School Average = 3

Informational Text: Minimum Proficiency Score = 2.7, School Average = 2.8

Comprehension: Minimum Proficiency Score = 11.6, School Average = 11.5

5th Grade Reading 2013-14

Word Study: Minimum Proficiency Score = 3.5, School Average = 3.6

Narrative Text: Minimum Proficiency Score = 5.4, School Average = 6.6

Informational Text: Minimum Proficiency Score = 0.7, School Average = 0.8

Comprehension: Minimum Proficiency Score = 9.4, School Average = 11.1

5th Grade Reading 2012-13

Word Study: Minimum Proficiency Score = 2.7, School Average = 2.9

Narrative Text: Minimum Proficiency Score = 6, School Average = 6.5

Informational Text: Minimum Proficiency Score = 0.6, School Average = 0.7

Comprehension: Minimum Proficiency Score = 10.7, School Average = 11.3

Math:

When disaggregating our MEAP Comparative Item Analysis Math data we have stayed consistent with less than a 1% decrease in our net results over the last 3 years in grades 4 and 5. Our 3rd grade is below minimum proficiency from 2012-2013. Our 4th grade scored below proficiency by 1% in 2012-2013, and our 5th grade scored below minimum proficiency by <1% from 2012-2013. In the area of Base 10 Number Systems, our 3rd grade scores have scored below proficiency by 1% over the past 3 years. In 4th grade in 2013 scored .3% less than minimum proficiency and in 2014 scored .5% increase, the data shows an increase of .5%.   In 5th grade over the past 3 years, the data shows an increase of 1.2% in multiplication and division.

Reading:

Our MEAP Comparative Item Analysis Reading trend data shows an increase over the last 3 years in the area of comprehension. The 3rd grade scored 13.4% proficient in 2012, while scoring 9.6% proficient in 2013, decreasing 3.8%. The 4th grade scored 11.5% proficient in 2012 and 11.9% proficient in 2013, increasing .5%. The 5th grade scored 11.3% proficient in 2012 and 11.1% proficient in 2013, increasing .2%.

Science:

Our MEAP Comparative Item Analysis Science trend data shows very little change over the past 3 years. Science Processes decreased .5%, Physical Science increased .3%, Life Science increased .2% and Earth Science decreased .4%.

Social Studies:

Our MEAP Comparative Item Analysis Social Studies trend data shows a decrease of less then 1% in 4 areas with Economics showing no change. Our MEAP Comparative Item Analysis trend data shows an overall decrease. This indicates a need to be addressed.

Local Assessment Data

Math Benchmark:

Our Local Assessment Data shows that our Math Benchmark percentage decreased over the past 3 years in grades k-2, while showing an increase in grades 3-5. In 2012, the 3rd grade scored 57% proficient. The same group in 2014, as 5th graders, scored 71% proficient, increasing 3%. A decrease occurred when 4th graders in 2012 took the Math Benchmark Assessment scoring 68% proficient, while that same group in 5th grade in 2013 scored 58% proficient, decreasing by 10%.

Guided Reading Level:

Our Guided Reading Level scores show a decrease over the last 3 years in grades k, 2nd and 3rd, while 1st, 4th and 5th grade show an increase. Kindergartners, in 2012, were 91% proficient, while in 2014 86% were proficient. 4th graders, in 2012, were 81% proficient, while in 2014 82% were proficient. 5th graders, in 2012, were 75% proficient, while in 2014 81% were proficient. 1st graders, in 2012, were 91% proficient, while in 2014 86% were proficient. 2nd graders, in 2012, were 73% proficient, while in 2014 71% were proficient. 3rd graders, in 2012, were 76% proficient, while in 2014 67% were proficient. Trend data does show an overall increase through the years with the same student population. 3rd grade students in 2012, scored 76% proficient while in 2014 that same group as fifth graders scored 82% proficient increasing 6%.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The goals were developed based on our Comprehensive Needs Assessment. The goals are directly connected to the data that was gathered from the state standardized assessments and local assessments. Both were used to select the goals for Shelters Elementary. Our data in all areas demonstrates where students are struggling and are goals are directly connected. The certified staff will be focusing on using total participation techniques daily to help engage students in all core subject areas. These strategies are designed to give teachers a different approach than stand and deliver. The certified staff will also focus on asking questions that go beyond the simple recall of information. Teachers will ask questions equally to all student, have students generate their own questions, start with lower-order and lead up to higher-order questions, and provide sufficient wait time after a question to allow important think time. Through the collection of Data Walks it is evident that we were struggling to engage students and our teachers focused their effort in the lower-order thinking skills. Students were only engaged 35% of the time. Students were only using the higher-order thinking skills 9% of the time.
Although these will be our main focus areas, teachers will be using other activities to help increase student achievement for each core area.

For example 3rd grade math teachers will focus on making mathematical connections, while 4th grade math teachers will focus on multiplying and dividing fluency. Being able to read informational text is an essential skill that effects all core areas. Teachers will be using guided reading within the classrooms that include informational reading texts, and strategies.

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

The goals include all students. The goals specifically include all subgroups. The action steps of our plan include the process the specifically address those needs of struggling students. We assess all students and refer those students who are struggling to meet grade level content expectations. When a student is identified as struggling, we then begin to address his/her needs through the district approved process. We also meet the needs of children who are disadvantaged by organizing and planning evening activities to help parents better help their children academically and socially through programs like Love and Logic, Reading Night and Math Night.

All of our students will be the focus of our objectives and interventions because all need need to be engaged, use higher-order thinking skills, read and interpret informational text effectively. Our students who are disadvantaged by SES will be included in our interventions and strategies.

Component 2: Schoolwide Reform Strategies

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

In accordance with the state improvement plan (PA 25), our 4 goals (Math, ELA, Science, and Social Studies) are based on improving the achievement of all students including sub-groups. The strategies include a process to continuously identify the needs of students throughout the year and develop strategies to address those needs. This would include students needing additional assistance as well as effective engaging instruction to meet all students' needs.

In developing the strategies and action steps, we reviewed key research in the goal areas to plan effective instructional changes. The strategies include an ongoing process for reviewing and aligning curriculum. A process for reviewing data on student performance and identifying changes in instruction is built into the professional development section of the strategies. We will continue our comprehensive program, as the results are positive from our perception data, for our students, parents, and staff.

Goal #1 Math
All students will be proficient in math.
Rationale (Need)
The CNA data shows there is a discrepancy between the aggregate scores and the Students with Disabilities, Economically Disadvantaged, and the Bottom 30%.

Red cell on 2014 Scorecard for the bottom 30% in math.

3rd grade students were 44% proficient on the 2013 3rd grade MEAP, which is 4% above the state average.

4th grade students were 44% proficient on the 2013 4th grade MEAP, which is 1% below the state average.

5th grade students were 45% proficient on the 2013 5th grade MEAP, which is at the state average.

Economically Disadvantaged students scored 14% lower than Non-Economically Disadvantaged students in 3rd grade, 25% lower than Non-Economically Disadvantaged students in 4th grade, and 24% lower in 5th grade on the 2013 MEAP.

On our locally developed Math Benchmark Assessment the students averaged 77% in 2014. This represents a 7% increase from 2013, and a 5% decrease from 2013.

Celebration: 6th grade students were 44% proficient on the 2013 6th Grade MEAP, which is 4% above the state average. This represents an increase of 15% since the 2011 MEAP assessment proficiency rate.

Gap Statement
Specifically, Economically Disadvantaged students scored between 1% to 24% lower than Non-Economically Disadvantaged students.

SMART Goal - Measurable Objective Statement

50% of all students will demonstrate proficiency by achieving a level 1 or 2 in Mathematics by 6/10/2016 as measured by M-STEP.

We will close the gap between all students and the bottom 30% in order to eliminate the red cell on our 2014 Scorecard by increasing the proficiency of our bottom 30% in Mathematics by 6/12/2016 as measured by M-STEP.

Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" 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 divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

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Professional Development

Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

Action Steps: Classroom

Teachers will focus on using total participation techniques daily to help engage students in math. Specifically teachers will implement Think-Pair-Share, Hold-Ups, and incorporate movement into math lessons.

Teachers will scaffold instruction during initial learning and when needed, by first checking for understanding and, if necessary provide additional examples and explanations. Examples of scaffolding may include the use of visual representation to organize problems in concrete ways such as drawings, graphs, tables, or hierarchies or the demonstration of how to break up problems into steps using a number of examples.

Teachers will plan questions that go beyond simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to high-order questions, and provide sufficient wait time after a question to allow think time.

Teachers will recognize that economically disadvantaged students may require more scaffolding and the opportunity to be successful with lower-order questions before being asked a higher-order question.

3rd grade math teachers will focus on the standards that students had the most difficulty, including: making mathematical connections.

4th grade math teachers will focus on the standards that students had the most difficulty, including: fractions.

5th grade math teachers will focus on the standards that students had the most difficulty, including: whole number multiplication.

Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the standards that students consistently had difficulty with over the last 4 years including: making connections, adding, subtracting, multiplying, and dividing fluency.

Teachers will share best practices at Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies. These identified students will include all subgroups.

Technology

Teachers will utilize Mimio Interactive white boards and projectors to assist students in learning the grade level math standards.

Teachers will use document cameras to demonstrate how to complete mathematical problems.

Teachers will use MiSTAR DnA (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze math scores.

Parent Involvement

Teachers will explain and discuss the math expectations for each grade level at the Back to School Night, held during the first month of school.

Attendance at the fall and spring parent-teacher conferences is expected.

Parents will access MiStar, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will 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, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services

from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional 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.

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.

Evaluation
Data will be entered into MiSTAR DnA and MiStar to help monitor progress.
The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goal.

Monitoring
Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

Goal #2 Science

All students will be proficient in Science.

Rationale (Need)

The CNA data shows there is a discrepancy between the aggregate scores and the Students with Disabilities, Economically Disadvantaged, and the Bottom 30%.

Red cell on 2014 Scorecard for the Bottom 30% in Science.

5th grade students were 9% proficient on the 5th grade 2013 Science MEAP, which is 8% below the state average.

Students are struggling in all areas; 54% average in Science Processes, 58% average in Physical Science, 63% in Life Science, and 52% in Earth Science.

Gap Statement

Specifically, Economically Disadvantaged students scored between 21% lower than Non-Economically Disadvantaged students.

SMART Goal

40% of all students will demonstrate proficiency by achieving a level 1 or 2 in Science by 6/10/2016 as measured by M-STEP.

We will close the gap between all students and the Bottom 30% in order to eliminate the red cell on our 2014 Scorecard by increasing the proficiency of our bottom 30% in Science by 6/10/2016 as measured by M-STEP.

Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" 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 divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

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Professional Development

Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

Action Steps: Classroom

Teachers will focus on using total participation techniques daily to help engage students in science. Specifically teachers will implement Think-Pair-Share, Hold-Ups, and incorporate movement into science lessons.

Teachers will scaffold instruction during initial learning and when needed, by first checking for understanding and, if necessary provide additional examples and explanations. Examples of scaffolding may include the use of visual representation to organize problems in concrete ways such as drawings, graphs, tables, or hierarchies or the demonstration of how to break up problems into steps using a number of examples.

Teachers will plan questions that go beyond simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to high-order questions, and provide sufficient wait time after a question to allow think time.

Teachers will recognize that economically disadvantaged students may require more scaffolding and the opportunity to be successful with lower-order questions before being asked a higher-order question.

5th grade Science teachers will focus on the standards that students had the most difficulty, including: Science Processes and Earth Science.

Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the standards that students consistently had difficulty with over the last year including: Science Processes, Earth, Physical, and Life.

Teachers will share best practices at Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies. These identified students will include all subgroups.

Technology
Teachers will utilize Mimio Interactive white boards and projectors to assist students in learning the grade level science standards.

Teachers will use document cameras to demonstrate how to complete science problems.

Teachers will use MiSTAR DnA (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze science scores.

Parent Involvement
Teachers will explain and discuss the science expectations for each grade level at the Back to School Night, held during the first month of school.

Attendance at the fall and spring parent-teacher conferences is expected.

Parents will access MiStar, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will 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, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional 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.

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.

Evaluation
Data will be entered into MiSTAR DnA and MiStar to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goal.

Monitoring

Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

Goal #3 Reading, Writing, Speaking, and Listening

All students will be proficient in Reading, Writing, Speaking, and Listening.

Rationale (Need)

The CNA data shows there is a discrepancy between the aggregate scores and the Students with Disabilities, Economically Disadvantaged, and the Bottom 30%.

Red cell on 2014 Scorecard for the Bottom 30% in Reading.

3rd grade students were 62% proficient on the 2013 3rd grade Reading MEAP, which is 1% above the state average. This represents a 4% increase from the 2011 MEAP results.

4th grade students were 71% proficient on the 2013 4th grade Reading MEAP, which is 1% above the state average. This represents a 3% increase from the 2011 MEAP results.

5th grade students were 77% proficient on the 2013 5th grade Reading MEAP, which is 5% above the state average. This represents a 2% decrease from the 2011 MEAP results.

6th grade students were 65% proficient on the 2013 6th grade Reading MEAP, which is 7% below the state average. This represents a 8% increase from the 2011 MEAP results.

4th grade students were 66% proficient on the 2013 4th Writing MEAP, which is 16% above the state average. This represents a 37% increase from the 2011 MEAP results.

Economically Disadvantaged students scored 11% lower than Non-Economically Disadvantaged students in in 4th grade writing.

Male students scored 36% higher than female students in 3rd grade, 22% higher in 4th grade on the 2013 Reading MEAP and females 9% lower than males in 5th grade.

Male students scored 13% lower than female student on the 4th grade Writing MEAP.

77% of the students were reading at grade level in the spring of 2014. This represents a 7% increase from the 2013 average.

Gap Statement

Specifically, male students scored between 7%-28% lower than female students on the Reading MEAP.

Specifically, Economically Disadvantaged students scored between 8%-35% lower than Non-Economically Disadvantaged students on the Reading MEAP.

SMART Goal

73% of all students will demonstrate proficiency by achieving a level 1 or 2 in Reading by 6/10/2016 as measured by M-STEP.

We will close the gap between all students and the Bottom 30% in order to eliminate the red cell on our 2014 Scorecard by increasing the proficiency of our bottom 30% in Reading by 6/10/2016 as measured by M-STEP.

Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" 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 divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Published in January 1984

Professional Development

Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

Action Steps: Classroom

Teachers will focus on using total participation techniques daily to help engage students in reading, writing, listening, and speaking. Specifically teachers will implement Think-Pair-Share, Hold-Ups, and incorporate movement into reading, writing, listening, and speaking lessons.

Teachers will scaffold instruction during initial learning and when needed, by first checking for understanding and, if necessary provide additional examples and explanations. Examples of scaffolding may include the use of visual representation to organize problems in concrete ways such as drawings, graphs, tables, or hierarchies or the demonstration of how to break up problems into steps using a number of examples.

Teachers will plan questions that go beyond simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to high-order questions, and provide sufficient wait time after a question to allow think time.

Teachers will recognize that economically disadvantaged students may require more scaffolding and the opportunity to be successful with lower-order questions before being asked a higher-order question.

3rd grade reading, writing, listening, and speaking teachers will focus on the standards that students had the most difficulty, including: narrative and informational text, and comprehension.

4th grade reading, writing, listening, and speaking teachers will focus on the standards that students had the most difficulty, including: word study, and comprehension.

5th grade reading, writing, listening, and speaking teachers will focus on the standards that students had the most difficulty, including: narrative text, and comprehension.

Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the standards that students consistently had difficulty with over the last year including: especially comprehension.

Teachers will share best practices at Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies. These identified students will include all subgroups.

Technology
Teachers will utilize Mimio Interactive white boards and projectors to assist students in learning the grade level reading, writing, listening, and speaking standards.

Teachers will use document cameras to demonstrate how to complete reading, writing, listening, and speaking problems.

Teachers will use MiSTAR DnA (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze reading, writing, listening, and speaking scores.

Parent Involvement
Teachers will explain and discuss the reading, writing, listening, and speaking expectations for each grade level at the Back to School Night, held during the first month of school.

Attendance at the fall and spring parent-teacher conferences is expected.

Parents will access MiStar, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, English Learners, and special education students. Teachers will 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, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional 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.

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.

Evaluation
Data will be entered into MiSTAR DnA and MiStar to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goal.

Monitoring

Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

Goal #4 Social Studies

All students will be proficient in Social Studies.

Rationale (Need)

The CNA data shows there is a discrepancy between the aggregate scores and the Students with Disabilities, Economically Disadvantaged, and the Bottom 30%.

Red cell on 2014 Scorecard for the Bottom 30% in Social Studies.

6th grade students were 19% proficient on the 6th grade 2013 Social Studies MEAP, which is 7% below the state average.

There was an 3% increase in proficiency from the fall 2012 Social Studies MEAP to 2013.

Students are struggling in the following areas; 29% average in Public Discourse & Decision Making, 29% average in Places & Regions, 47% in National Economy, and 47% in ERA 3.

Gap Statement

Specifically, Economically Disadvantaged students scored between 16% lower than Non-Economically Disadvantaged students.

SMART Goal

47% of all students will demonstrate proficiency by achieving a level 1 or 2 in Social Studies by 6/10/2016 as measured by M-STEP.

We will close the gap between all students and the Bottom 30% in order to eliminate the red cell on our 2014 Scorecard by increasing the proficiency of our bottom 30% in Social Studies by 6/10/2016 as measured by M-STEP.

Instructional Strategy

Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills

Research & Materials

"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the

depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" 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 divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Published in January 1984
Professional Development
Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

Action Steps: Classroom
Teachers will focus on using total participation techniques daily to help engage students in social studies. Specifically teachers will implement Think-Pair-Share, Hold-Ups, and incorporate movement into social studies lessons.

Teachers will scaffold instruction during initial learning and when needed, by first checking for understanding and, if necessary provide additional examples and explanations. Examples of scaffolding may include the use of visual representation to organize problems in concrete ways such as drawings, graphs, tables, or hierarchies or the demonstration of how to break up problems into steps using a number of examples.

Teachers will plan questions that go beyond simple recall of information. Teachers will ask questions equally to all students, have students generate their own questions, start with lower-order and lead up to high-order questions, and provide sufficient wait time after a question to allow think time.

Teachers will recognize that economically disadvantaged students may require more scaffolding and the opportunity to be successful with lower-order questions before being asked a higher-order question.

4th grade Social Studies teachers will focus on the standards that students had the most difficulty, including: History of Michigan

5th grade Social Studies teachers will focus on the standards that students had the most difficulty, including: Places & Regions, ERA 3, and National Economy.

Teachers will review Curriculum Map/Pacing Guide to determine when to incorporate the standards that students consistently had difficulty with over the last year including: History of Michigan, Places & Regions, National Economy, and ERA 2.

Teachers will share best practices at Data Team/Grade Level meeting and collaboratively decide on which instructional strategy may have the greatest impact on student achievement.

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the research-based strategies. These identified students will include all subgroups.

Technology

Teachers will utilize Mimio Interactive white boards and projectors to assist students in learning the grade level social studies standards.

Teachers will use document cameras to demonstrate how to complete social studies problems.

Teachers will use MiSTAR DnA (an online student information system that houses all student assessment data, and allows teachers to analyze this data) to record and analyze social studies scores.

Parent Involvement

Teachers will explain and discuss the social studies expectations for each grade level at the Back to School Night, held during the first month of school.

Attendance at the fall and spring parent-teacher conferences is expected.

Parents will access MiStar, our web-based grade book system to monitor student progress for 3rd, 4th, and 5th grades.

At-Risk Student Support

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will 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, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional 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.

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.

Evaluation
Data will be entered into MiSTAR DnA and MiStar to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goal.

Monitoring
Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Instructional Strategy
Implement Total Participation Techniques such as: Think-Pair-Share, Hold-Ups and Incorporating Movement to increase Student Engagement Implement Instructional Strategies such as: Scaffolding and Questioning to increase Higher Order Thinking Skills
Research & Materials
"Total Participation Techniques" by Persida and William Himmele provides easy alternatives to the stand and deliver approach to teaching that causes student to tune out. There are dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth and their knowledge and understanding.

Published in July 2011 "Taxonomy of Educational Objectives Handbook 1" 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 divided into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Published in January 1984
Professional Development
Professional Development will focus on the implementation of Total Participation Techniques. For example: Think-Pair-Share, Using various hold-ups to increase engagement and check for understanding, and using movement activities in the classroom. Professional Development will focus on scaffolding instruction and using good questioning techniques to increase student-thinking levels.

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

The goals were developed based on our Comprehensive Needs Assessment. The goals are directly connected to the data that was gathered from the state standardized assessments and local assessments. Both were used to select the goals for Shelters Elementary. Our data in all areas demonstrates where students are struggling and are goals are directly connected.

The certified staff will be focusing on using total participation techniques daily to help engage students in all core subject areas. These strategies are designed to give teachers a different approach than stand and deliver. The certified staff will also focus on asking questions that go beyond the simple recall of information. Teachers will ask questions equally to all student, have students generate their own questions, start with lower-order and lead up to higher-order questions, and provide sufficient wait time after a question to allow important think time. Through the collection of Data Walks it is evident that we were struggling to engage students and our teachers focused their effort in the lower-order thinking skills. Students were only engaged 35% of the time. Students were only using the higher-order thinking skills 9% of the time.

Although these will be our main focus areas, teachers will be using other activities to help increase student achievement for each core area. For example 3rd grade math teachers will focus on making mathematical connections, while 4th grade math teachers will focus on multiplying and dividing fluency. Being able to read informational text is an essential skill that effects all core areas. Teachers will be using guided reading within the classrooms that include informational reading texts, and strategies.

The Higher Order Thinking Skills and the Student Engagement Strategy both align with the comprehensive needs assessment. Our schools scores continue to be low, and research shows that student success increases when these strategies are practiced. By implementing these strategies K-5, students will learn how to incorporate these strategies into their daily work and apply them when assessed. Since the standardized assessments and local assessments utilize problem solving and higher lever thinking skills questions, these strategies should best prepare Shelters students for success on these assessments. The At-Risk Student Support targets students who are struggling to meet grade level content expectations and standards which in turn will increase test scores.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Southgate teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This model will include: core instructional interventions, targeted group interventions and intensive individual interventions as needed for both the academic and behavioral systems. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, implement with fidelity and use collaborative/committee-based decision making.

These students will include all subgroup areas, specifically students who are economically disadvantaged, Bottom 30%, and special education students. Teachers will 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, classroom teachers will provide timely additional assistance to these students at repeated intervals. The interventions and progress will be documented.

Parents will be informed of the teacher's concerns, interventions, and progress.

If additional classroom support does not help the K-5 at-risk student/s meet benchmarks, the students will be referred for additional services from a Tier #2 Interventionist or Southgate Interventionist (Highly Qualified Certified Teachers) during the school day, after-school tutoring and/or summer school. During the Tier #2, students will receive systematic instruction 2 to 5 times a week for a minimum of 20 to 40 minutes for 8 to 12 weeks. This instruction will be research-based adult-led small group instruction. Progress will be monitored at least once a month. Students who are not making progress towards grade level standards and benchmarks will be referred for Tier #3 services from a Tier # Interventionist. Interventions at level #3 will include different research-based instruction 2 to 5 times a week for a minimum of 60 minutes per week for 8 to 12 weeks.

In order to create continuity with the continuity with the interventions at the elementary level, a Southgate Interventionist will help mentor/coach Interventionists. This teacher will not only assist the Interventionists in planning and implementing research-based interventions for students, they will meet regularly with students. These Southgate Interventionists will serve as needed in the role of Tier #2 or Tier #3 assistance for students. They will serve on the building RtI committee and review student progress towards benchmarks and/or standards to help determine "next steps".

K-5 students who are struggling with social, mental, and/or emotional 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.

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.

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

Data will be entered into MiSTAR DnA and MiStar to help monitor progress.

The school improvement team will use the data to evaluate the effectiveness of the professional development, and interventions.

Interventionists will complete a monthly Documentation of Effort (DOE) to check on monthly progress, and next steps for each student receiving interventions.

Interventionists will also complete a "Growth/Gains Report" for students that received interventions throughout the school year.

Evaluation will include surveys for all stakeholders: students, parents, and teachers.

Results of the 2015 M-STEP, will be used to determine whether we have met our SMART goal.

Monitoring will include classroom/intervention observations by administration. Administrators will collect information using "Data Walks" on a regular basis for all certified staff. Certified staff will meet to review student data at data team meetings, to set goals, and choose strategies/interventions to help student achievement. The data teams will also answer the question: "How do the results demonstrate progress towards our building goals?"

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Shelters instructional certified staff and paraprofessionals have met the No Child Left Behind (NCLB) requirements. Staff qualifications are available to parents at the district board office.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

As a result of district reconfiguration and the closure of 3 buildings in June of 2013. Many of the Shelters staff were relocated from NorthPointe Elementary.

The teaching staff at Shelters Elementary is highly qualified. All teachers have achieved tenure status.

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

26% of the Shelters staff have 0 to 3 years experience, 11% have 4 to 10 years, 40% have 11 to 20 years, and 23% have more than 20 years experience. The teaching staff is not new

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

The staff at Shelters has developed procedures to enhance student and staff performance while attracting high quality teachers:

Progressive, research-based learning/teaching environment.

Southgate Community School District abides by No Child Left Behind Legislation when hiring staff.

Professional development opportunities are built into our annual calendar. We offer 3 full days and 5 half-days for every teacher.

New teacher orientation programs are in place.

Staff is involved in curriculum decision-making through committees.

Surveys are given to staff as an opportunity for them to provide feedback.

The use of Data Teams promotes collaboration and teamwork among staff members.

Shelters has competitive MEAP scores with surrounding school districts.

Shelters is a clean, warm, welcoming, community-oriented, learning environment.

Formal support is provided in the form of Individual Development Plans (IDP's) as part of the evaluation process for probationary teachers.

Building administrators have all been trained in "Data Walks" where they look for teacher instruction in specific, staff identified, building focus

areas. Data Walks invite dialogue and ongoing monitoring that goes beyond the contractual formal evaluation process. Every teacher is observed 3 times a year, followed by a post-observation discussion focused on strengths and possible areas of development.

The district offers a mentoring program for non-tenure teachers. Teachers are assigned a mentor from building staff for three years to offer support and guidance. Mentor teachers are paid a stipend as per contract for the first two years of the three-year commitment.

Teachers are respected and are included in making decisions regarding the district curriculum and develop common assessments. Committees work together to align teaching to the state standards at regularly scheduled grade-level and subject specific meetings. They have created district grade level expectations and common assessments. They also work with teachers at Davidson Middle School to ensure smooth student transition from grade 5 to 6 in both orientation activities and curricular content.

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

The Southgate Schools Human Resource Department recruits highly qualified teaching staff through college and university placement offices throughout the state, and places postings on the district and county websites.

The interview process begins by only selecting candidates who meet the certification and highly qualified status for the open position. Interviewing process involves representatives at the building and district levels. At the district level the Curriculum/Federal Programs Director and HR Coordinator is present. At the building level there is a minimum of one administrator, 2-3 teachers, and other support staff. When the candidate field is narrowed, there is, whenever possible, a practicum during which the finalists teach a lesson to students. At that point, students may also involved in the selection process. They fill out evaluations and select the person they feel is best qualified from their perspective. All stakeholder input is considered before there is a final decision.

The district website promotes our district and seeks to attract potential candidates. Initial applications can be submitted online.

Southgate retains highly qualified staff by offering competitive salary and benefits, technology innovations and support for teaching and administration, and extensive professional development opportunities. The teacher contract includes extra compensation for degrees earned as well as steps for years of experience. Historically, teacher turnover rates have not been an issue. Typically, teacher displacements, when they occur are due to demographic shifts.

Progressive, research-based learning/teaching environment.

Southgate Community School District abides by No Child Left Behind Legislation when hiring staff.

Professional development opportunities are built into our annual calendar. We offer 3 full days and 5 half-days for every teacher.

New teacher orientation programs are in place.

Staff is involved in curriculum decision-making through committees.

Surveys are given to staff as an opportunity for them to provide feedback.

Formal support is provided in the form of Individual Development Plans (IDP's) as part of the evaluation process for probationary teachers. Building administrators have all been trained in "Data Walks" where they look for teacher instruction in specific, staff identified, building focus areas. Data Walks invite dialogue and ongoing monitoring that goes beyond the contractual formal evaluation process. Every teacher is observed 3 times a year, followed by a post-observation discussion focused on strengths and possible areas of development.

The district offers a mentoring program for non-tenure teachers. Teachers are assigned a mentor from building staff for three years to offer support and guidance. Mentor teachers are paid a stipend as per contract for the first two years of the three-year commitment.

Teachers are respected and are included in making decisions regarding the district curriculum and develop common assessments. Committees work together to align teaching to the state standards at regularly scheduled grade-level and subject specific meetings. They have created district grade level expectations and common assessments. They also work with teachers at Davidson Middle School to ensure smooth student transition from grade 5 to 6 in both orientation activities and curricular content.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not believe our turnover rate is specific to Shelters. We are still recovering from our District Reconfiguration in June of 2013.

If Shelters has a high turnover rate in the future the staff will work collaboratively with the school improvement plan to implement strategies to attract and retain teachers.

Component 5: High Quality and Ongoing Professional Development

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

Southgate is committed to regular ongoing sustained professional development that is aligned with our Comprehensive Needs Assessment and the goals of our school improvement plan. Our focus is on using activities to increase student engagement and increase higher-order thinking. Ongoing professional development includes follow-up coaching sessions to assist teachers in implementing new strategies with consistency and fidelity. We are currently in the 3rd year of working with "Strategic Math Interventions Solutions" for all our math professional development.

Other professional development currently includes; Project-Based Learning, Student Learning Objectives, Increasing Higher-Order Thinking Skills, and MiSTAR DnA. The main focus for our professional development is student engagement and higher-order thinking skills. We have been demonstrating how to successfully implement "Total Participation Techniques" to increase student engagement. Teachers have been encouraged to use one of the following strategies: novelty and variety, affiliation, affirmation, authenticity, choice, and product focused.

Attendance for all professional development that is offered outside of the district includes paperwork that identifies the specific event and approval signatures at the building and district levels. Additionally, a second rationale page requires the participant to address which goals-building, district or personal - the training addresses and the methods that will be instituted to share the information with others.

The district is a designated site for offering SCECHs (School Continuing Education Clock Hours). The Curriculum/Federal Programs Director's office issues SCECHs according to established protocol.

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

The professional learning is sustained and ongoing. This is also the third full year of working with Shannon Samulski of Strategic Intervention Solutions for all K-5 math teachers in the district. Each math teacher received 4 days of training in the 2013-14 and 2014-15 school year. This training included 2 full days and 2 follow-up coaching sessions. These sessions are designed be ongoing and sustained.

The other district focus has been on the implementation of using total participation techniques and the use of higher-order thinking skills.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Southgate PD Plan 2015-16

Component 6:   Strategies to Increase Parental Involvement

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

The Shelters Schoolwide Involvement Policy was created collaboratively with parents and staff. Parents played a key role in the development of this policy and we continue to utilize their feedback and suggestions in order to update and improve our schoolwide program 1118 (b)

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

-Reviewing the Parent Involvement Policy at Annual Title I Parent Meeting

-Posting the Parent Involvement Policy for parents to review in a visible location outside the office

-Reviewing and discussing Parent Compacts at Fall Parent-Teacher Conferences

-Conducting a Parent Survey in the spring of each year for all parents

-Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.

-Holding a Title 1 meeting at flexible times to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.

-Expanding all avenues of communication with parents (school and district websites, classroom newsletters, and Parent Connect to increase parent involvement in the School Title 1 program.

1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved:

An annual meeting is held which includes information for parents on:

-Hold an annual school-wide Title 1 Meeting during Welcome Back to School Night.

-The purpose of the meeting will be to share the school wide plan, Review compact, review the school parent involvement policy and to explain our Title 1 program and how parents can be involved to help their child be successful.

-Parents will be notified of the meeting through, school website, letter home, and our all call system, "Parent Connect".

1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement:

Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:

-Welcome Back to School Night

-Parent Conferences

-PTO activities (ie: Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Send off

-Contact with social worker

-Watch DOGS

-Math BINGO

-BINGO for Books

-Stories, Scissors and Scoops

-Kindergarten Orientation Meeting

-Kindergarten Registration

-Kindergarten Tour

-Math Numeracy Night

-Harvest Fest

-Secret Santa

-Carnival-end of year report card celebration

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

1118 (c) (3) Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan:

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

-Reviewing the Parent Involvement Policy at Annual Title I Parent Meeting

-Posting the Parent Involvement Policy for parents to review in a visible location outside the office

-Reviewing and discussing Parent Compacts at Fall Parent-Teacher Conferences

-Conducting a Parent Survey in the spring of each year for all parents

-Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.

-Holding a Title 1 meeting at flexible times to review the Title 1 program, parent involvement policy and ask for suggestions for improvement.

-Expanding all avenues of communication with parents (school and district websites, classroom newsletters, and Parent Connect to increase parent involvement in the School Title 1 program.

1118 (c) (4) (A) Provide parents of Title I children timely information:

Parents are provided information regarding the school programs in the following ways:

-Hold an Annual School-Wide Title 1 Meeting

-Welcome Back to School Night

-Parent Conferences (fall/spring/additional conferences upon parent request)

-School/Classroom/District Newsletters

-Progress Reports and Report Cards

-District Website - Policy and Compact available on website

-Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)

-K-5 Weekly Take Home Folders

-Student Assignment Books/Planners for 2nd - 5th grade students

-K-1 Daily Take Home Folders

-Telephone Calls/E-mail correspondence

-Parent-Student Handbook

-Southgate Curriculum Guides for each grade level

-Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

1118 (c) (4) (B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet:

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:

-Hold an Annual School-Wide Title 1 Meeting

-Welcome Back to School Night

-Parent Conferences (fall/spring/additional conferences upon parent request)

-School/Classroom/District Newsletters

-Progress Reports and Report Cards

-District Website - Policy and Compact available on website

-Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)

-K-5 Weekly Take Home Folders

-Student Assignment Books/Planners for 2nd - 5th grade students

-K-1 Daily Take Home Folders

-Telephone Calls/E-mail correspondence

-Parent-Student Handbook

-Southgate Curriculum Guides for each grade level

-Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible:

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency:

If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

PART 2: SHARE RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement:

The Parent/School Compact was developed…

-The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

-The compact is reviewed, given to all parents and signed in the fall. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

1118 (d) (2) (B) Provide frequent reports to parents on their child's progress Student progress is reported to parents in several different ways at a variety of time throughout the school year including:

-Report Cards every 12 weeks

-Progress reports every 12 weeks (between report cards)

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Inform parents of test scores on an as needed basis

-MiStar allows parents to access grades and comments online at any time

1118 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:

-PTO (Parent Teacher Organization)

-Room Volunteers

-Chaperones for field trips

-Watch DOGS Program

-Room observations as requested by parents

PART 3: BUILDING CAPACITY FOR INVOLVEMENT

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

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

-Welcome Back to School Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of Curriculum Guides for each grade level provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly basis depending on student need.   Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

-Class Connections/ Curriculum Night: Fall Festival/Class Connections (Childcare provided)

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of CCSS provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly/biweekly basis depending on student need.   Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

-Kindergarten Orientation Night- KDG expectations discussed (Childcare provided)

-Kindergarten literacy packets provided for incoming Kindergartners given to parents at Kindergarten Orientation

-School/Classroom/District newsletters

-District Website parent tab-provides parents with materials and resources to help their child achieve success.

-Summer School Program

-Provides support and training on MiStar (online grade book)

-Provide Internet Access for parents at school

-Love & Logic 2013-14 Parent Sessions

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school On-going professional development for staff on effective ways to increase parent involvement occurs annually.

-When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

-District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab and create classroom websites

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

-Welcome Back To School Night

-Kindergarten Orientation Meeting

-Parent Volunteers

-Family Fun Nights (Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Banquet)

-PTO

-Head Start/GSRP program sponsored by Downriver Guidance Center

-Preschool Visits: Local preschool staff, parents, and students are invited to visit Kindergarten classrooms in spring

-School Carnival - School Wide Fun Night

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

-K-5 Weekly Take Home Folders

-Student Assignment Books/Planners for 2nd - 5th grade students

-K-1 Daily Take Home Folders

-School/classroom/district newsletters written in a language parents can understand

-Information provided on district website and/or classroom websites

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request Parents are provided with other reasonable support such as:

-Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

PART 4: ACCESSIBILITY

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

-Flexible meeting times

-Handicap accessible facilities

-Phone conferences

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

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

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

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

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

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

-Welcome Back to School Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of Curriculum Guides for each grade level provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly basis depending on student need.   Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

-Class Connections/ Curriculum Night: Fall Festival/Class Connections (Childcare provided)

-Parent Teacher Conferences (fall, spring, additional conferences available upon request)

-Parent copy of CCSS provided at the beginning of the year

-Local assessment information (MLPP, DRA, Common Assessments) shared with parents at conferences

-Students receiving additional assistance will be progress monitored on a monthly/biweekly basis depending on student need.   Information will be shared with parents when appropriate

-Classroom teachers and Title 1 staff are available at conferences to provide information and answer questions about assessments

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

-Kindergarten Orientation Night- KDG expectations discussed (Childcare provided)

-Kindergarten literacy packets provided for incoming Kindergartners given to parents at Kindergarten Orientation

-School/Classroom/District newsletters

-District Website parent tab-provides parents with materials and resources to help their child achieve success.

-Summer School Program

-Provides support and training on MiStar (online grade book)

-Provide Internet Access for parents at school

-Love & Logic 2013-14 Parent Sessions

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school On-going professional development for staff on effective ways to increase parent involvement occurs annually.

-When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

-District will in-service teachers on how to utilize district website to post classroom newsletters and add materials and resources to the Parent Tab and create classroom websites

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

-Welcome Back To School Night

-Kindergarten Orientation Meeting

-Parent Volunteers

-Family Fun Nights (Ice Cream Social, Halloween Fest, Movie Nights, Santa Shop, School Carnival, and 5th Grade Banquet)

-PTO

-Head Start/GSRP program sponsored by Downriver Guidance Center

-Preschool Visits: Local preschool staff, parents, and students are invited to visit Kindergarten classrooms in spring

-School Carnival - School Wide Fun Night

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

-K-5 Weekly Take Home Folders

-Student Assignment Books/Planners for 2nd - 5th grade students

-K-1 Daily Take Home Folders

-School/classroom/district newsletters written in a language parents can understand

-Information provided on district website and/or classroom websites

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request Parents are provided with other reasonable support such as:

-Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

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

-Flexible meeting times

-Handicap accessible facilities

-Phone conferences

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

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

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

Results from surveys, suggestions and comments will be used to improve the schoolwide program. Survey results, suggestions and comments will be compiled and reviewed by the School Improvement Team (SIP) on an ongoing basis. The SIP team will use these results to make needed changes to the schoolwide program.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

-Telephone calls/ E-mail correspondence between parents, teacher and school

If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

-Review suggestion and comments at regularly scheduled school improvement meetings. Acting on these suggestions made by stakeholders as appropriate.

-Conducting a Parent Survey in the spring for all parents

-Title I Surveys for students, parents, and staff to gather feedback on Title programs.

-Hold a Title 1 Meeting at flexible times to review the Title 1 Program, Parent involvement policy, compact and ask for suggestions for improvement.

-Parent Conferences (Fall/Spring/additional conferences upon parent request)

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

1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement The Parent/School Compact was developed…

-The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.
-The compact is reviewed, given to all parents and signed in the fall. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.

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

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement
The Parent/School Compact was developed…

-The Parent/School Compact is reviewed annually. Revisions are made based on the parent survey results and additional suggestions provided by parents.
-The compact is reviewed at the fall parent-teacher conferences. The compact is signed and then a copy is then sent home for a reference for the parents.

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

The school-parent compact is not shared with the MS or the HS parents.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The student, parent, teacher, principal compact is attached.	compact parent-student

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

1118 (c) (4) (A) Provide parents of Title I children timely information Parents are provided information regarding the school programs in the following ways:
-Hold an Annual School-Wide Title 1 Meeting
-Welcome Back to School Night
-Parent Conferences (fall/spring/additional conferences upon parent request)
-School/Classroom/District Newsletters
-Progress Reports and Report Cards

-District Website - Policy and Compact available on website

-Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)

-K-5 Weekly Take Home Folders

-Student Assignment Books/Planners for 2nd - 5th grade students

-K-1 Daily Take Home Folders

-Telephone Calls/E-mail correspondence

-Parent-Student Handbook

-Southgate Curriculum Guides for each grade level

-Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

1118 (c) (4) (B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet:

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:

-Hold an Annual School-Wide Title 1 Meeting

-Welcome Back to School Night

-Parent Conferences (fall/spring/additional conferences upon parent request)

-School/Classroom/District Newsletters

-Progress Reports and Report Cards

-District Website - Policy and Compact available on website

-Online access for parents in 3rd, 4th, and 5th grades for MiStar (Student information system, parents can check student grades daily)

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-Telephone Calls/E-mail correspondence

-Parent-Student Handbook

-Southgate Curriculum Guides for each grade level

-Transitions to Kindergarten Program - Parent Awareness Evening and coordination with Preschools to educate parents on Kindergarten expectations

Component 7: Preschool Transition Strategies

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

Southgate Community School District Preschool Programs:
Southgate Adult and Community Education (SACE) Preschool.
ECDD (Early Childhood Developmentally Delayed Preschool)

District Community Collaboration and Outreach
Wayne RESA (Regional Education Service Agency) Early Childhood Initiative
Advisory Board
Wayne RESA Early Childhood Collaborative
The Guidance Center Head Start and GSRP Collaboration
Individual Building Initiatives (see below)

Narrative Detail:
The district refers students eligible for Head Start to The Guidance Center, a community health care provider in Southgate. We reach out to the Head Start Community by inviting them to any District-Wide Parent Learning Opportunities. We also send an elementary principal to at least one parent event hosted by the Guidance Center in order to answer any questions about educational opportunities available in our school district.

SACE offers infant care and preschool for children of parents who are attending the adult or alternative education credit programs. It is housed at Asher School.

The district's Special Services Department provides comprehensive services for students who are eligible for special services through TOTES, ECDD preschool or who have been referred for speech and language delays.

Types of training for preschool parents/teachers on the skills preschool age children will need when they enter kindergarten:

Local preschools are invited to attend any District-Wide Parent Learning Opportunities. Younger children are always invited into school for Music concerts, and Family Evening Events. Our school and district website also informs families of upcoming events.

During late winter, parents of currently enrolled students are sent home a survey that gathers information about returning students and younger kindergarten siblings. Communication of information regarding kindergarten registration is sent home with currently enrolled students, mailed to preschool children, advertised on the local cable station, the district website, and the school marquee. Packets of information are available for pick up or sent home to the incoming kindergarten students. Parents are provided resources in the kindergarten packet, which outlines the kindergarten curriculum, suggestions on how to help prepare their child for entering kindergarten, and helpful school information.

After enrollment information is gathered, in May of each year, Shelters holds a kindergarten orientation. During round up, parents meet with their child's prospective teacher. They receive additional information regarding kindergarten academic and social expectations as well as

schedule and classroom information. This time provides the opportunity to see how our kindergarten classroom operates and begins the process of building a relationship with parents. Parents are invited into the school. Parents may also come during the school day to have a tour of the building and may observe any kindergarten classroom if they wish.

Prior to the start of the school year, teachers send home a welcome letter with open house, school success night, and a classroom supply list. All students and families are encouraged to attend open house prior to the beginning of the first day of school. During this time, students meet their teacher, see their classroom, find their desk, tour the building, meet other staff, and drop off their supplies. Back to School Success Night is held during the first week of school. Teachers prepare about a 30-minute presentation about important issues for their particular grade level. These presentations include: curriculum, parent volunteer opportunities, classroom routines, building procedures, field trips, and assistance for struggling students.

A Back to School Success meeting is held during the first week of school for all students. Parents are encouraged to attend to meet the teacher and principal and discuss pertinent classroom, building, and district information. During this time, parents are encouraged to ask questions that will help ease the transition for the new school year.   At the kindergarten level, parents come to school with their child to comfort nerves on the first day of school. During this time, the students are introduced to their assigned seats, cubbies (where they hang their backpacks/coats), and the general layout of the classroom.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The Guidance Center (who sponsors the local GSRP and Head Start programs) and the Montessori Center of Downriver interacts with K-1 teachers as needed to monitor progress. Directors of each program are contacted and invited to attend locally sponsored trainings.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

The Shelters Elementary staff has input in the decisions regarding the use of school-based academic assessments. Southgate Community School District provides an opportunity for our staff to meet regularly. This time is used for planning and discussing which assessments will be used. All teachers are involved in this process and are currently using common assessments in Reading, Writing and Math. Teachers have input into the decisions regarding the use of school-based academic assessments. We are using the Developmental Reading Assessment (DRA2) kit to assess all students in grades K-5. Teachers from each of the schools, including Shelters Elementary, developed Universal Screenings at the district level. These screenings assess: phonemic awareness in kindergarten/first grade, fluency in second grade and comprehension in third/fourth grades. Writing assessments are comprised of writing prompts. Teachers at grade-level meetings develop the writing prompts. Teachers at each grade level, based on Michigan's College and Career Readiness Standards, developed a Reading, writing, listening, and speaking Benchmark test. Common Assessment data can be located in Class A.

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers receive ongoing and sustained professional development on how to analyze achievement data and to use it to inform instruction. The Shelters Staff is actively involved in the analysis of standardized assessment data at Professional Development meetings. These meetings are utilized to discuss student weaknesses on assessments and to set goals in necessary areas for improvement. Teachers are encouraged to meet regularly with their grade level teams in order to review the local data and determine which students are below the 80% proficiency level in particular curricula areas. They are encouraged to discuss what strategies they use in their classrooms in order to help struggling students. Based on classroom data, and the differentiated strategies that were tried by the classroom teacher, students are referred for RtI Interventions.

Shelters also has a committee for planning and monitoring interventions for at-risk students. During the monthly meetings of this committee, assessment scores of at-risk students are discussed and analyzed.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. Teachers receive ongoing and sustained professional development on how to analyze achievement data and to use it to inform instruction. The Shelters Staff is actively involved in the analysis of standardized assessment data at Professional Development meetings. These meetings are utilized to discuss student weaknesses on assessments and to set goals in necessary areas for improvement. Teachers are encouraged to meet regularly with their grade level teams in order to review the local data and determine which students are below the 80% proficiency level in particular curricula areas. They are encouraged to discuss what strategies they use in their classrooms in order to help struggling students. Based on classroom data, and the differentiated strategies that were tried by the classroom teacher, students are referred for RtI Interventions.

Shelters also has a committee for planning and monitoring interventions for at-risk students. During the monthly meetings of this committee, assessment scores of at-risk students are discussed and analyzed.

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

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

The process that Shelters Elementary uses to identify students who experience difficulty mastering the State's academic standards at an advanced or proficient level by collecting and analyzing various data including: MEAP, DRA Guided Reading Levels, Locally developed assessments, universal screening assessments and the achievement results on end of the unit science and social studies assessments. The goal of the identification process is to provide all students with a variety of opportunities to demonstrate their learning.

In September, academic screenings are conducted for all students in the goal areas. Data from the screenings are entered into Class A. This data is analyzed to determine goals, the necessary action steps. The action steps will include making an intervention plan for further differentiation for all struggling students. Title I Eligibility Worksheets are collected in September, January, and March. Classroom teachers fill out these worksheets. The data collected includes: marking all the areas that students are performing below grade level standards in Reading, Writing, Math, Science, and Social Studies. If a student is below grade level in any area we ask for more data: 3-5 MEAP Reading Score, Guided Reading Level, Universal Screening, MLPP MEAP Writing Score, MLPP Rubric Score, 3-5 MEAP Math Score, Below 60% Science Unit Tests, Below 60% Social Studies Unit Tests, and other area of concern.

Literacy Goals for Each Card Marking - Guided Reading Levels based on DRA
Kindergarten
  1st = 0
  2nd = 1
  3rd = 3
1st Grade
  1st = 6
  2nd = 12
  3rd = 16
2nd Grade
  1st = 18
  2nd = 24
  3rd = 28
3rd Grade
  1st = 28
  2nd = 34
  3rd = 38
4th Grade
  1st = 38
  2nd = 40
  3rd = 40

5th Grade

  1st = 40

  2nd = 50

  3rd = 50

RTI Interventions

Kindergarten

Universal Screening

9-30 No Qualifying students

1-30 Score 64 (Qualifying Score)

6-5   Score 86 (retested for fall intervention)

Grade 1

Universal Screening

9-30   Less than 8 (Qualifying Score)

1-30   Less than 13 (Qualifying Score)

 6-5   Less than 16 (retested for fall intervention)

Guided Reading Level should be considered!

Grade 2

Fluency Level

9-30   0 - 39   (Qualifying Score)

1-30   40 - 69 (Qualifying Score)

6-5   70 or below (retested for fall intervention)

Guided Reading Level should also be considered!

Grade 3, 4, & 5

Comprehension

9-30   Less than 55% (Qualifying Score)

1-30   Less than 65% (Qualifying Score)

6-5   Less than 75% (retested for fall intervention)

Guided Reading Level

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

Timely, effective, additional assistance will provided to students who are experiencing difficulty mastery the State's academic achievement assessment standards at an advanced or proficient level. Tiers 2 and Tier 3 of Multi-Tiered Systems of Support (MTSS) is building-level interventions for students who need the most instructional support.

Shelters staff is committed to student learning by differentiating instruction in the classroom to meet the needs of all students. Classroom teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This essential classroom

instruction is referred to Tier #1. Specially students who are not meeting expectations are given extra time, and provided different strategies, and/or interventions to help them meet grade level expectations. These strategies may include: small group, one-on-one instruction, reteaching, using manipulatives, scaffolding instruction, peer tutoring, adjusted workload, providing multiple strategies to solve problems, repetition, instructional match, honoring working memory, and time on task. When introducing new concepts teachers will focus on providing concrete, pictorial, and then abstract examples. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, and committee-based decision making.

The staff collaborates to plan and implement this learning. Teachers work together during various units of study in order to use cross-curricular activities. Students are actively engaged in instruction using all learning styles. Using a blend of state, federal, and local funds struggling students will receive assistance as needed to help them become successful.

If differentiated instruction has not been successful in the classroom, Shelters has a process in place to identify and provide assistance to students experiencing difficulty on local and standardized assessments.

In September, academic screenings are conducted for all students in the goal areas. Data from the screenings are entered into Class A. This data is analyzed to determine goals, the necessary action steps. The action steps will include making an intervention plan for further differentiation for all struggling students.

Our objective is to provide services whenever we can fit it in during the school day. However, students needing immediate academic assistance can bypass this process to receive services, after-school programs, and summer school. Students may be recommended for our after-school tutoring program. This program is run by our Title I Interventionists who are certified teachers. After-school tutors collaborate regularly with classroom teachers in order to help students become successful. These sessions are limited to 10 students and begin with a focus lesson, followed by a practice session. These interventionists keep "Title I Documentation of Efforts". This particular data collection includes both the process focus intervention and next teaching steps. A sample of this can be found in appendix F.

Summer school is a district offered program that includes 60 hours of literacy and 20 hours of reading, writing, listening, and speaking instruction. There is a 1 to 20 student teacher ratio. Flexible grouping and differentiated instruction are used daily. There are 3 to 5 graduate students from local universities that work daily in the program.

During the school year there are three annual monitoring checkpoints, so teachers may monitor which students have been receiving interventions. In September, January, and May teachers are asked to complete an Eligibility sheet for student who are at-risk of not meeting grade level goals. This Eligibility sheet collects data in reading, writing, reading, writing, listening, and speaking, science, and social studies. This Eligibility sheet can be found in Appendix E. In all of interventions students may come in/out of services in order to receive immediate and ongoing assistance in all four content areas.

After 8 to 12 weeks of teacher interventions if the student is not making progress towards grade levels goals in reading, reading, writing, listening, and speaking, science, and/or social studies, then the student will be referred for Tier #2 interventions. Tier #2 interventions focus on small group learning. A team meeting will be held to determine whether the student is eligible for Tier #2 interventions. This team consists of: the building administrator, the Reading Recovery teacher, the special education teacher, the speech therapist, a general education teacher, and the referring teacher. If the team determines that the student is not responding to the interventions then the team recommends Tier #2 services. This means that the student will meet with a certified teacher, a Title I Interventionist 2 to 4 times a week for 20 to 45 minutes to focus on the child's weakest area using different strategies than used in Tier #1. Interventionists will focus on integrating visual, auditory, kinesthetic, and/or tactile learning in order to accelerate learning. This interventionist will be working under the supervision of the Reading Recovery Teacher in the building. If the student qualifies for Tier #2 services the classroom teacher continues with classroom interventions. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

At Tier #2 the reading interventions include some type of word-work, like making and breaking words, or sorting according to words

commonalities. The lessons include guided reading and guided writing. The specific reading strategies include: using the Leveled Literacy Interventions kit prompts for fluency. Each new text includes a rich introduction to help students become successful the first time they read a new book. Students are taught using magnetic letters to break words into syllables and/or chunks to help them decode unknown words. The guided writing lessons often start with a discussion. Since these students often have difficulty coming up with writing ideas. Once the idea is talked out, it's repeated as it was said, and then the students repeat it a few times. Once the idea is in their head they begin to write. When students struggle writing words analogies are often used. For example if a student is trying to write battle and knows it begin with bat, they will be reminded that the ending is like "little".

At Tier #2 or Tier #3 examples of math interventions may include:

General

*All directions, questions, explanations, and instructions need to be delivered in the most clean and concise manner and at the appropriate pace for the student.

*Check to ensure understanding of the concept of numbers and the relationship of symbols to number of objects.

*Allow student to perform alternative assignment. Gradually introduce more components of the regular assignments when they are ready.

*Make sure that student understands the reason behind the learning. Give concrete examples and opportunities to apply the concepts they are learning.

Students who cannot remember facts

*Separate + and - facts by sets to be memorized individually.

*Use as many concrete examples and experiences as possible. For example, paper clips, pencils, buttons, milk caps.

*Present a few facts at a time and track the student's success in a visible way.

*Put a number line on the desk to add and subtract with.

*Have the student solve half the problems on their own and a calculator for the other half.

*Review daily the skills that you want memorized.

*Let students use calculators to correct and check math facts.

*Use peg boards, abacus, base ten block to teach facts while providing a visual cue.

*Only add a fact at a time as the student shows mastery.

Use computer games that provide immediate feedback as reinforcement.

Students who have trouble moving from concrete to the abstract

*Students use sets of objects from the room to practice the facts.

*Use concrete examples associate with each problem. For example: 4 - 2 becomes 4 boys went out to recess, 2 boys come in, how many boys are still outside?

*Demonstrate to students how to associate concrete with abstract. For example: 2 pencils + 2 pencils equals. Walk students through the process.

*Use a peer tutor, then allow the student to be the peer tutor (learn and teach)

*Review abstract terms daily.

*Limit the amount of information to be learned at any one time.

*Make concepts as real life as possible.

Students who mix up operations when solving problems

*Use flash cards of the operational signs.

*Have students use a reminder next to the problems to help them understand the symbol's meanings. Gradually remove the reminders.

*Color code the operation of each problem, use a different color for each operation.

*Have students go through daily work first and highlight the operation to be used before doing the problems.

*Enlarge the symbols to cue the students. Use separate pages for the different operations. Gradually combine them.

*Put the operation symbols randomly around the room and have students identify and label them periodically.

Student who have trouble skip counting

*Student count concrete: nickel, dimes, pairs, or other manipulatives.

*Use a number line to see the increments. Keep it on their desk.

*Have students count and write the number as they count.

*Use tangible items to see the numbers increase by the increment used in the counting.

*Understand the why of this concept. Use real life situations where skip counting (multiplication) would be used.

Students who have trouble solving addition or subtraction problems

*Have students demonstrate the way they solved the problem, stating the process used and manipulate objects.

*Find opportunities for students to solve addition problems in real life (lunch money, calendar activities, etc)

*Be consistent with the math terms.

*Use graph paper to make sure that the numbers line up correctly.

Students who have trouble solving multiplication or division problems

*Use manipulatives to solve problems.

*Use calculators to reinforce that facts and/or for drill activities.

*Provide students with shorter tasks but more of them throughout the day. For example a student could complete 4 assignments of 5 problems versus 1 assignment of 20 problems.

*Explain to the student the real life applications of learning the concept. Give concrete examples and opportunities to apply these concepts throughout the day.

*Provide student with self-checking materials, requiring correction before turning in assignments.

Most students are referred for literacy interventions. However, students may be referred for reading, writing, listening, and speaking, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F. After 8 to 12 weeks of teacher interventions and the interventions of Title I Interventionist a meeting will be held to determine whether the student is eligible for Tier #3 interventions. If the team determines that the student is not responding to the interventions then the team recommends Tier #3 services. If the student qualifies for Tier #3 services the classroom teacher continues with classroom interventions. This means that the student will meet with a certified teacher, a Title I Interventionist 2 to 4 times a week for 20 to 45 minutes to focus on the child's weakest area using different strategies than used in Tier #2. Tier #3 will include small group interventions or one-on-one assistance. The student receives double service in an attempt to accelerate their learning. Teachers will continuously follow a cycle of classroom instruction, interventions, and progress monitoring in order to provide timely and flexible support.

Tier #3 interventions include starting with a DRA reading level or the school writing prompts to assess their writing. The F.A.S.T. program and Orton-Gillingham are used for phonemic awareness skills. F.A.S.T. is an acronym for Foundations of Analysis, Synthesis, and Translation, three actions required by the brain during reading. This is a research-based literacy intervention program that combines phonics, auditory processing, and literature-based instruction to create streamlined, multi-sensory program that includes immediate reading application with high interest, phonetically controlled books. Orton-Gillingham is a multi-sensory balanced approach to teaching reading, writing, and spelling across the curriculum. Students receive guided reading and Leveled Literacy Interventions for reading comprehension. Writing techniques such as shared pen, where students and teacher write together one-on-one, and Expanding Expressions for writing. Expanding Expressions provides students with a hands-on approach to help student expand their writing with details. The Expanding

Expression Tool is color symbol coded. Students learn the code and are able to provide detailed descriptions including the following elements: the category the item belongs to, the function of the object, the appearance, what the item is made of, the parts of the item, and it's location.

After the students have completed all the Tiers and are still struggling with grade level content expectations students may be referred for Special Education services. Data from the tiers is used to help determine the student's strengths and weaknesses to help with eligibility for the student's Individualized Educational Plan.

Again, most students are referred for literacy interventions. However, students may be referred for reading, writing, listening, and speaking, science, and/or social studies. Interventions are based on student needs and are designed to help each student reach grade level content goals. Interventionists keep track of student progress by documenting the effort monthly. See an example of this form in Appendix F. At this level it is also important to modify classroom assignments and assessments. For example assignments may have to be shortened to give the student extra time to complete an assignment. A multiple-choice assessment may have 3 choices, instead of 4 choices for these students. The interventionists work closely with the classroom teacher to assist Tier #3 students.

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

Shelters staff is committed to student learning by differentiating instruction in the classroom to meet the needs of all students. Classroom teachers will effectively teach all children, intervene early, and use a multi-tiered model of service delivery. This essential classroom instruction is referred to Tier #1. Specially students who are not meeting expectations are given extra time, and provided different strategies, and/or interventions to help them meet grade level expectations. These strategies may include: small group, one-on-one instruction, reteaching, using manipulatives, scaffolding instruction, peer tutoring, adjusted workload, providing multiple strategies to solve problems, repetition, instructional match, honoring working memory, and time on task. When introducing new concepts teachers will focus on providing concrete, pictorial, and then abstract examples. Teachers will monitor student progress to inform instruction, use data to make decisions, use assessments for three different purposes: screening-diagnostics, progress monitoring, and committee-based decision making.

The staff collaborates to plan and implement this learning. Teachers work together during various units of study in order to use cross-curricular activities. Students are actively engaged in instruction using all learning styles. Using a blend of state, federal, and local funds struggling students will receive assistance as needed to help them become successful. If differentiated instruction has not been successful in the classroom, Shelters has a process in place to identify and provide assistance to students experiencing difficulty on local and standardized assessments.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Schoolwide Components

Funding Sources Programs

State/General Funds

Title I

Title IIa

Section 31a

1. Comprehensive Needs Assessment

   General Fund

   PA25, AdvancED and SW Planning

   Data Team Leader Stipends

2. Schoolwide Reform Strategies

   General Fund

   Title I A Administrator and other staff support salaries

   Professional development supplies and materials to write the Plan

   Outside Facilitator evaluation

3. Instruction by Highly Qualified Professional Staff

   General Fund All teachers and paraprofessionals are highly qualified.

4. Strategies to Attract High-Quality

   Highly Qualified Teachers

   General Fund Title II, A

   31a Title I, A and Foundation Grants

   New Teacher Mentor Program

   District Professional Development

   Conferences and Workshops

   Reading Recovery Teachers

   Technology resources

5. High-Quality and Ongoing Professional Development

   Title II, A

   General Funds

   Title I, A , 31a

   District level trainings -

      Strategic Intervention Solutions

      & Michelangelo Enterprises

      Summer Technology Institute

      Administrator Data Walk Training

      Class A

      Reading Recovery Ongoing

      Monthly Professional Development/Coaching

6. Strategies to increase Parental Involvement

   Title I, A

   General Funds

   Parent Teacher Organization

   Section 107 and Federal WIA (formerly ABE/ESL)

   Family Education Outreach

   Workshops and Meetings

   Family/Child Events

   TIPS training from MAS/FPS

   Incentives

   Home School Communications

   SACE (Southgate Adult & Community Education)

   Adult Basic Education program for parents and English As a Second Language, GED and High School Completion

   All Call Electronic Notification System

7. Preschool Transition Strategies

   GSRP (Great Start Readiness Program)

   ECI (Early Childhood Initiative) grant

   General Fund

   Family Education Outreach

   Membership for Early Childhood Local Advisory

   Boards and Wayne County Collaboratives

   Kindergarten Orientation

8. Teacher Participation in making Assessment Decisions

   General Fund

   Title II, A

   Curriculum Meetings

   Grade Level Meetings

   Data Team Meetings

   Common Assessment Creation

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

   Title I, A ,31a

   Title III and General Fund

   Teacher Interventionists

   After Hours Tutoring

   Technology Assistance (ipads, and iPods)

   Literacy Library and Media CenterResources

   Summer School

   Big Sister/Little Sister and Big Brother/Little Brother mentoring program

   Reading Recovery

   RTI (Response to Intervention)

   English Language Learner tutoring

10. Coordination and Integration of Federal, State, and Local Programs and Resources

   Title I, A Title II, A

General Fund

Federal Head Start

SACE Cares Food Bank

Title I

Grant Administrator support

Head Start Collaborative

Nutrition

Homeless resources

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

  General Fund

  PA25, AdvancED and SW Planning

  Data Team Leader Stipends

2. Schoolwide Reform Strategies

  General Fund

  Title I A Administrator and other staff support salaries

  Professional development supplies and materials to write the Plan

  Outside Facilitator evaluation

3. Instruction by Highly Qualified Professional Staff

  General Fund All teachers and paraprofessionals are highly qualified.

4. Strategies to Attract High-Quality

  Highly Qualified Teachers

  General Fund Title II, A

  31a Title I, A and Foundation Grants

  New Teacher Mentor Program

  District Professional Development

  Conferences and Workshops

  Reading Recovery Teachers

  Technology resources

5. High-Quality and Ongoing Professional Development

  Title II, A

  General Funds

  Title I, A , 31a

  District level trainings -

    Strategic Intervention Solutions

    & Michelangelo Enterprises

    Summer Technology Institute

    Administrator Data Walk Training

    Class A

Reading Recovery Ongoing

Monthly Professional Development/Coaching

6. Strategies to increase Parental Involvement

Title I, A

General Funds

Parent Teacher Organization

Section 107 and Federal WIA (formerly ABE/ESL)

Family Education Outreach

Workshops and Meetings

Family/Child Events

TIPS training from MAS/FPS

Incentives

Home School Communications

SACE (Southgate Adult & Community Education)

Adult Basic Education program for parents and English As a Second Language, GED and High School Completion

All Call Electronic Notification System

7. Preschool Transition Strategies

GSRP (Great Start Readiness Program)

ECI (Early Childhood Initiative) grant

General Fund

Family Education Outreach

Membership for Early Childhood Local Advisory

Boards and Wayne County Collaboratives

Kindergarten Orientation

8.Teacher Participation in making Assessment Decisions

General Fund

Title II, A

Curriculum Meetings

Grade Level Meetings

Data Team Meetings

Common Assessment Creation

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

Title I, A ,31a

Title III and General Fund

Teacher Interventionists

After Hours Tutoring

Technology Assistance (ipads, and iPods)

Literacy Library and Media CenterResources

Summer School

Big Sister/Little Sister and Big Brother/Little Brother mentoring program

Reading Recovery

RTI (Response to Intervention)

English Language Learner tutoring

10.Coordination and Integration of Federal, State, and Local Programs and Resources

Title I, A Title II, A

General Fund

Federal Head Start

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Shelters Elementary School uses our available resources and programs to improve our student achievement. There is collaboration within our district to coordinate programs and resources to maximize student success. Our school nutrition programs offers breakfast and lunch to our students that qualify throughout the school year. During the summer months Southgate has two summer feeding sites available for both breakfast and lunch. Our PTO, School Improvement Team, and multiple surveys allow for further parent input and awareness for improving our school plan.

Evaluation:

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

We will annually evaluate the implementation of our plan. The staff and the School Improvement Team will determine whether the schoolwide implementation has been effective in increasing achievement for all students. The staff will specifically be analyzing the achievement of the students who have been farthest from achieving the standards. Annual evaluations include parent/student/teacher satisfaction surveys, perception surveys, standardized test results, and local assessment results. The staff will revise the plan, as necessary, based on the results of the evaluation to ensure continuous improvement. This will include monthly meetings to review goals, objectives, and the implementation of strategies. The staff will use trend data from MDE required standardized assessments and the Advancing Excellence in Education (AdvancEd) Self-Assessment Report, Class A, which includes all local and standardized assessments to determine if the building level goals were met.

Shelters Elementary evaluates the schoolwide program annually. We use on-going process consisting of staff and administrators on a regular basis, PTO meetings, and administrative data walks to evaluate the implementation of strategies and results achieved by the school improvement plan and to adjust the plan for the following year. We will disaggregate results by all subgroups and subject areas. The staff, School Improvement Team, and Data Teams will analyze and discuss achievement gaps, current strategies, their effectiveness and the necessary changes needed to improve student achievement. The School Improvement team will bring forth their findings to the staff, to inform, and garner feedback. This collaborative effort among all stakeholders, including parents and students, is an on-going responsive school improvement model.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Shelters evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement. Our school improvement team will look at the economically disadvantaged as well as the bottom performing 30% of the students, and the different interventions, instructional strategies and staffing targeted for this subgroup. Our focus is to move all students forward but with emphasis on providing resources to students not meeting grade level standards. Teachers will monitor the results and respond with differentiated instruction and other instructional interventions. Teachers will monitor and respond to student data with differentiated instruction and interventions. The school improvement team will continue to focus on it's role as the leader in responding to student data appropriately moving student achievement in the right direction and with a sense of urgency.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Based on results of the School Improvement Plan evaluation, the team will discuss, analyze goals, objectives, and activities, and activities during the course of the school year. If an objective is not met, the committee will reevaluate the objective, strategies, and activities to determine and provide evidence where change is needed. The committee will present their findings and evidence to the entire staff to get additional input. We will identify all subgroups, including the bottom 30% and the economically disadvantaged students by grade level, along

with implementing targeted interventions and strategies. Staff will share in the evaluation process through discussions at professional development meetings, and through observations and dialogues with the administrators and classroom teachers

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Shelters Elementary School's process by the school to revise the plan is ongoing among all stakeholders to ensure continuous improvement of students. The school improvement team will respond to the evaluation with a collaborative approach to revisions. The team will recommend a plan of action consisting of strategies, resources, and interventions. The staff will share in the revision process through discussions at all professional development, Data Team Meetings, and through dialogues with administration. Parents will also make suggestions via parent representatives on the school improvement team, PTO meetings, through parent surveys, at Parent-Teacher conferences, and with administration on an individual basis. The ongoing revision process will start in the fall of each year where teachers assess student learning. It will also allow us to see gaps in our schoolwide plan so we can address any disconnect between student needs and interventions. We will use ongoing data to trigger any revisions to the schoolwide plan. The school improvement strategies and action steps will be under scrutiny along with extended day and interventions. The school improvement team will approach the staff with their recommendations upon review of the evaluation. Revisions to the schoolwide plan will be finalized in the spring for full implementation in the fall. It is important for Shelters Elementary School to provide flexible support models to meet the needs of all students.

2015 Shelters School Improvement Plan

Overview

Plan Name

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

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

Measurable Objective 1:

50% of Pre-K, 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 as determined by the 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

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. 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 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	06/15/2024	$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

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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	Title I Part A	All Certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Community Engagement | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $0 | Title I 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 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	06/15/2024	$0	General Fund	All Certified Staff

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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

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 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.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$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

| tudents/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 | 06/15/2024 | $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 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 - 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. | Professiona l Learning | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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 Responsibl e
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	06/15/2024	$0	General Fund	All Certified Staff

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Activity - At Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Communication | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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.	Evaluation	Tier 1	Implement	09/02/2014	06/15/2024	$0	Title I 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 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	06/15/2024	$0	General Fund	All Certified Staff

Goal 2: All students will be proficient in reading, writing, speaking, and listening.

Measurable Objective 1:

73% of Pre-K, 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 as determined by the MDE 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 ELA 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.

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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 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, close reading, and relevance and rigor in order to further help student achievement. 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 that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified

Activity - At Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Community Engageme nt | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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 Responsibl e
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 ELA.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	Title I Part A	All Certified Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

| Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary.
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Teachers will utilize Mimio Interactive Whiteboards, iPads, and projectors to assist students in the process of learning ELA content.
Teachers will use document cameras to demonstrate ELA skills and vocabulary.
Teachers will use Class A to record and analyze student ELA scores. | Technology | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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	06/15/2024	$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:

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

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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 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, close reading, and relevance and rigor in order to further help student achievement. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$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

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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Community Engagement | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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 ELA.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2024	$0	Title I 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 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/Learn Pads, iPods, Chrome Books 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 learning ELA content.
Teachers will use document cameras to demonstrate ELA skills and vocabulary.
Teachers will use Class A to record and analyze student ELA scores. | Technology | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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	06/15/2024	$0	General Fund	All Certified Staff

Goal 3: K-5 students will be proficient in science

Measurable Objective 1:

40% of Pre-K, 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 as determined by the MDE 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
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 math. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All certified staff

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.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2024	$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

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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified staff

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$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
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 science.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	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 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 with science vocabulary and skills. Teachers will use document cameras to demonstrate science skills and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$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

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	06/15/2024	$0	General Fund	All Certified staff
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.								
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Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Walkthroughs, Logs, and Data Team Minutes.								

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

School Improvement Plan
Shelters Elementary School

| 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 math. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.

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 that all students can easily understand.

ALL certified staff | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/15/2024 | $0 | General Fund | All Certified |

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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$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
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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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 science.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	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 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 with science vocabulary and skills. Teachers will use document cameras to demonstrate science skills and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$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
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	06/15/2024	$0	General Fund	All Certified Staff

Goal 4: All K-5 students will be proficient in social studies.

Measurable Objective 1:

47% of Pre-K, 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 as determined by the MDE in Social Studies by 06/01/2016 as measured by M-STEP.

Strategy 1:

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 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
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 math. Teachers will focus on the Grade Level Content Expectations. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	General Fund	Certified Staff

Activity - At Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	General Fund	All certified Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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. | Community Engageme nt | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $0 | General Fund | All Certified Staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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 social studies.	Professiona l Learning	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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 learning social studies vocabulary and content. Teachers will use document cameras to demonstrate social studies content and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$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
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	06/15/2024	$0	General Fund	All Certified Staff

Strategy 2:

HIgher Order Thinking Skills - All social studies 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
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 math. Teachers will focus on the Grade Level Content Expectations. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	General Fund	All Certified

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 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. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $0 | General Fund | All Certifiied |

Activity - At Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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.

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.

Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math).

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.

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. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $0 | General Fund | All Certified Staff |

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	General Fund	All Certified Staff

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 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 social studies.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2024	$0	Title I 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 learning social studies vocabulary and content.
Teachers will use document cameras to demonstrate social studies content and vocabulary. | Technology | Tier 1 | Monitor | 09/02/2014 | 06/15/2024 | $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
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	06/15/2024	$0	General Fund	All Certified Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom	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 math. Teachers will focus on the Grade Level Content Expectations. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All Certified staff

	classroom the student will be exited from services.							
Classroom	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 math. Teachers will focus on the Grade Level Content Expectations. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified
Technology	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	06/15/2024	$0	All Certified Staff

Technology	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	06/15/2024	$0	All Certified Staff
Evaluation of the Strategies and/or Activities	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	06/15/2024	$0	All Certified Staff

Evaluation of the Strategies and/or Activities	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	06/15/2024	$0	All Certified Staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
Evaluation of the Strategies and/or Activities	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	06/15/2024	$0	All Certified Staff
Classroom	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. 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 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	06/15/2024	$0	All Certified Staff

Evaluation of the Strategies and/or Activities	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	06/15/2024	$0	All Certified Staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
Evaluation of the Strategies and/or Activities	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	06/15/2024	$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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
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 social studies.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff
Parental 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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

| Evaluation of the Strategies and/or Activities | 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. 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. 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. | Evaluation | Tier 1 | Implement | 09/02/2014 | 06/15/2024 | $0 | All Certified staff |

	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.							
Classroom	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, close reading, and relevance and rigor in order to further help student achievement. 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 that all students can easily understand.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$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 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 science.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff
Parental 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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
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.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff
Classroom	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, close reading, and relevance and rigor in order to further help student achievement. 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 that all students can easily understand.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2024	$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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$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 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 science.	Professional Learning	Tier 1	Implement	09/02/2014	06/15/2024	$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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff
Evaluation of the Strategies and/or Activities	tudents/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	06/15/2024	$0	All Certified Staff

Technology	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/Learn Pads, iPods, Chrome Books 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 learning ELA content. Teachers will use document cameras to demonstrate ELA skills and vocabulary. Teachers will use Class A to record and analyze student ELA scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$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 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

| Classroom | 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 math. Teachers will focus on the Grade Level Content Expectations in order to further help student achievement.

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 that all students can easily understand.

ALL certified staff | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/15/2024 | $0 | All Certified |
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At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All certified Staff

	classroom the student will be exited from services.							
Technology	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 learning social studies vocabulary and content. Teachers will use document cameras to demonstrate social studies content and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff
Technology	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 learning social studies vocabulary and content. Teachers will use document cameras to demonstrate social studies content and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

| Evaluation of the Strategies and/or Activities | 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 | 06/15/2024 | $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 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 | 06/15/2024 | $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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certifiied
Technology	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 with science vocabulary and skills. Teachers will use document cameras to demonstrate science skills and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

Classroom	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. 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 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.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
Technology	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 with science vocabulary and skills. Teachers will use document cameras to demonstrate science skills and vocabulary.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff
Technology	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/Learn Pads, iPods, Chrome Books 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 learning ELA content. Teachers will use document cameras to demonstrate ELA skills and vocabulary. Teachers will use Class A to record and analyze student ELA scores.	Technology	Tier 1	Monitor	09/02/2014	06/15/2024	$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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	Certified Staff

School Improvement Plan

Shelters Elementary School

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 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.	Evaluation	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

Title I 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 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 ELA.	Academic Support Program	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff
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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified staff

At Risk Student Support	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. 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. Teachers may also refer students for K-5 Summer SLAM (Summer Literacy and Math). 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. 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.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

	classroom the student will be exited from services.							
Parental 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.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff
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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 ELA.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2024	$0	All Certified Staff
Parental 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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff

Parental 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.	Community Engagement	Tier 1	Monitor	09/02/2014	06/15/2024	$0	All Certified Staff
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