



School Improvement Plan

Millside Elementary School

Algonac Community School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Millside Elementary is located in Clay, Michigan. We service students in grades Pre K-1 st grade that live in Clay, Algonac, Ira and Fair Haven areas. In the last three years, the school district has experienced the closing of 2 elementary buildings, causing restructuring to the remaining buildings. Algonac Schools now has a Prek-1 building, and 2-6th grade building and a 7-12 building. This is the second year operating under the new structure. As we are transitioning all the different areas into a 2 campus setting, we are focusing on recognizing and celebrating our differences while remaining focused on the students we service.

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.

As we are a new Pre K-1 building coming together, our mission statement was kept simple for our students and parents to embrace and live by. The mission at Millside Elementary is simple To Lead, Learn and Love. It is our vision to empower our young students to actively lead with confidence in everything that they do. We will provide a safe and supportive structure based on genuine warmth and caring, teamwork and personal academic goals for each student to help them reach their potential.

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.

We have just completed our first year as a new Pre K-1 building. We will continue to collect baseline data in the future. Currently, we are working on strengthening the positive culture of a Pre K-1 building in order to provide an environment that is welcoming to all families. We are also implementing Stephen Covey's "Leader in Me" program to help teach students that they are leaders. Student leaders are able to problem solve, make real academic and emotional goals to meet their own individual needs and communicate in an effective and responsible manner. We feel that this will help to improve the emotional and academic environment within Millside Elementary and will track the data throughout the upcoming years.

Additional Information

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

We are very excited about all the possibilities in the coming months and look forward to working and planning for our youngest learners.

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.

Each year a team of parents, staff, community members and administrator are asked to help work on the school improvement plan. These members are selected on a voluntary basis during staff, parent and community meetings. They help out through meetings scheduled before and after school as well as by email. Members each take a lead part in the process and help coordinate with the other members of the team. The document is then shared with all to make changes and edit. Information is shared through surveys and is always data driven.

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

Each year a team of parents, staff, community members and administrator are asked to help work on the school improvement plan. These members are selected on a voluntary basis during staff, parent and community meetings. They help out through meetings scheduled before and after school as well as by email. Members each take a lead part in the process and help coordinate with the other members of the team. The document is then shared with all to make changes and edit. Information is shared through surveys and is always data driven.

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 to all members through email and paper copy. The plan is also posted on the district website and paper copies are made available in the office. The plan is reviewed through the on going professional development throughout the year. Progress is reported in newsletters and annual reports.

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?

This year the district closed 2 elementary buildings and reconfigured the rest of the district. Millside Elementary will now be a Pre-K -1 campus. As this is the second year, we will still collecting the baseline data. Overall for the district has experienced declining enrollment over the last 5 years. As we are all in one building now, sections can be adjusted quickly and resources maximized for the entire population.

Student Demographic Data

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

In looking at attendance data throughout the last year, there is not an identified problem with attendance. We had over 95% attendance throughout the year. In a lower elementary building, we will focus on pre K-1 students and their specific needs while working with families to make the transition into school as smooth as possible.

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?

Last year the district closed 2 elementary buildings and reconfigured the rest of the district. Millside Elementary will now be a Pre-K -1 campus. As this is the second year, we are still collecting the baseline data. Millside Elementary will work to focus on teaching leadership and behavior skills to our Pre K-1 grade students in order to successfully prepare them for school. We will work together with our families and community partners to ensure a positive and successful school experience.

Student Demographic Data

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

As we are a newly configured building, the only identified challenge is transitioning the staff, students and families together this first year. We are recipients of The Leader in Me grant this year and very excited to implement The Leader in Me philosophy throughout our building to help everyone come into the same process and successfully transition into something that they feel a part of and can take ownership of.

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?

School Improvement Plan

Millside Elementary School

The staff is a very veteran staff. This allows them to bring experience and wisdom to the table. They are excited to work with some familiar faces while adding new staff members in to bring new ideas to the team.

Administration- 10 years

Teaching staff-80% have been teaching more than 15 years in lower elementary.

20% have been teaching more than 10 years

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?

A veteran staff will allow for many things to already be in place. They have been successful with management and communication skills with students and families. This will allow us to move forward and hone academic practices and social emotional practices. We can focus on the data and the the research that best supports young students and families and what they need.

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?

In Algonac, we are a small district and try to always keep the teachers in the classroom. Many pd opportunities are done in 2 hour increments so that a teacher is not pulled for days at a time. We also are very thoughtful on not taking on too many initiatives in order to focus on what matters most. Having teachers in the classroom as often as possible is what is best for students.

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?

There was not an issue with excessive teacher absences, therefore student achievement is on the rise.

Teacher/School Leader(s) Demographic Data

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

Leadership needs to ensure that professional development is meaningful and able to be followed through within the classroom. It is important to make sure the teacher is in front of the students as often as possible. We often schedule professional development where consultants come into the classroom and model and work with the staff and students, allowing time to meet after school to debrief.

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?

The Algonac Community School District recently closed 2 elementary schools and reconfigured the district into a 2 campus setting. Millside Elementary is now PreK through 1st grade early childhood building with Algonquin Elementary housing students in grades 2 through 6. As we finish our first year going into the new configuration we are at the starting point of collecting our baseline data and perception data from the community at large. From our first year, we can glean that students feel safe and supported at school. Parents identified a safe school environment with very caring staff and a strong curriculum. Our reading scores are also on the rise and continue to be monitored for fidelity of implementation. We will monitor the transition very closely and collect the data throughout the opening year.

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?

The Algonac Community School District recently closed 2 elementary schools and reconfigured the district into a 2 campus setting. Millside Elementary is now a PreK through 1st grade early childhood building with Algonquin Elementary housing students in grades 2 through 6. As we are ending our first year going into the new configuration we are at the starting point of collecting our baseline data and perception data from the community at large. In looking at the data, we need to increase communication in a variety of formats with our families. We are also focusing on implementing The Leader in Me program to continue to build a strong positive culture that empowers our young learners to view themselves as leaders. Finally, we are striving to continue to improve in all academic areas.

12. How might these challenges impact student achievement?

The increased communication with families will help support the school-home team approach so that all students are fully able to participate and see the value in their education at home and at school. The improved academic processes and The Leader in Me will raise student expectations of themselves therefore improving scores overall.

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 are implementing The Leader in Me process in order to provide a solid foundation of culture and learning for all staff and students to enter in on the page and focus on the process. We are also formalizing academic and behavioral processes so that all teachers have the same expectation and follow through for our students.

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

We do baseline/benchmark testing at the beginning of the year and throughout the year, From this testing and teacher observations, interventions are designed for the bottom 30% to ensure that all students are getting what they need.

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

Summer school opportunities are offered as well on online personalized support programs that students can work on at home.

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

Students are identified through the grade level benchmark testing. Parents are notified in writing as well as parent teacher conferences. Extended opportunities are also posted on the website and building newsletters.

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?

We are in the process of doing a vertical alignment in all our courses. Currently all subjects are aligned with the Michigan State content standards. Common assessments are in every grade level to mark the standards based report card.

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.

N/A in a K-1 building.

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

In the fall, 48% of incoming kindergarteners scored at or above the reading composite benchmark. At mid-year, 70% scored at or above the composite benchmark.

19b. Reading- Challenges

We are continuing to work on formalizing and clarifying our intervention processes so that all staff are able to clearly articulate what the expectations are and follow through with fidelity.

19c. Reading- Trends

As this is our first year with baseline data in our newly configured K-1 building. We find that all students are improving in reading in kindergarten and first grade. We will continue to monitor the implementation and fidelity of our programs and interventions.

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 SY 2016-2017

tiered instruction if appropriate.

Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at individual assessments that make up the composite, it is apparent that reading fluency is the weakest. Therefore our reading goal will focus on word reading fluency.

20a. Writing- Strengths

We are a newly formed preK-1 building and are focusing on foundational writing skills. It is apparent that a strength is that all classroom have a writing and share time everyday. Students are growing confident in their abilities to write down and communicate their thoughts, feelings and stories with each other, staff and parents.

20b. Writing- Challenges

A challenge at this level is hearing and writing all the sounds in word and being able to communicate it clearly.

20c. Writing- Trends

As this is our first year with baseline data in our newly configured K-1 building. We find that all students are improving in writing in kindergarten and first grade. We will continue to monitor the implementation and fidelity of our programs and interventions.

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.

Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the district writing assessment. However, in looking at individual assessments that make up the composite, it is apparent that

writing word fluency is the weakest. Therefore our writing goal will focus on word writing fluency.

21a. Math- Strengths

In the fall, 46% of kindergarten students scored at or above the math composite benchmark. At mid-year, 64% scored at or above the math composite benchmark. In 1st grade in the fall, 40% scored at or above the benchmark. At mid year. 52% scored at or above the composite benchmark.

21b. Math- Challenges

Our data revealed that the number sense strand was the most difficult and problematic for our students. We will focus on improving our number send ability in our foundational math skills.

21c. Math- Trends

As this is our first year with baseline data in our newly configured K-1 building. We find that all students are improving in math in kindergarten and first grade. We will continue to monitor the implementation and fidelity of our programs and interventions.

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.

Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the math district assessment. However, in looking at individual assessments that make up the composite, it is apparent that the number sense strand is the weakest. Therefore our math goal will focus on number sense.

22a. Science- Strengths

In kindergarten and first grade, students are not afraid to take risks and are very curious learners. Our science discovery tables have done a great job peaking interest, getting students talking about science terms and ideas.

22b. Science- Challenges

We find that many science concepts are heavy with scientific vocabulary. Students still struggle reading expository text and using vocabulary strategies within content reading.

22c. Science- Trends

As this is our first year with baseline data in our newly configured K-1 building. We find that all students are improving in reading expository text in kindergarten and first grade. We will continue to monitor the implementation and fidelity of our programs and interventions.

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.

Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at individual assessments that make up the composite, it is apparent that reading fluency in expository text is the weakest. Therefore our reading goal will focus on vocabulary fluency.

23a. Social Studies- Strengths

Through the Leader in Me, students are learning good social habits and the ability to communicate to each other about what is happening in the world around them.

23b. Social Studies- Challenges

We find that many social studies concepts are heavy with vocabulary. Students still struggle reading expository text and using vocabulary strategies within content reading.

23c. Social Studies- Trends

As this is our first year with baseline data in our newly configured K-1 building. We find that all students are improving in expository reading in kindergarten and first grade. We will continue to monitor the implementation and fidelity of our programs and interventions.

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.

Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at individual assessments that make up the composite, it is apparent that reading fluency with expository text is the weakest. Therefore our social studies goal will focus on vocabulary fluency.

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?

When we looked overall the results were very positive. The highest areas indicate that students feel safe in school and that their teachers know them.

24b. Student Perception Data

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

The 2 lowest areas, were the use of computers in the classroom and that their family likes to come to school. In each classroom, we have a SMART board and ipads used on a daily basis but the question asked about computers and we feel there may be a misunderstanding of survey language with our kindergarteners and 1st grade students. Secondly, about 64% of the students said their families like to come to school. We are not sure if that means they are unable to visit the school or that they are uncomfortable visiting the school. We will dig deeper with the parent survey.

24c. Student Perception Data

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

We are working on making the survey language more clear as well as following up with teachers to ensure that technology is being used to benefit the students on a daily basis. We have also included a goals to increase parent communication to assist in making sure everyone is on the same page and in the know.

25a. Parent/Guardian Perception Data

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

56 households completed the parent survey. This is roughly 1/3 of our school household population. In looking at the results of the parent surveys, the new K-1 building scored very high in providing a safe environment, appropriate curriculum and highly qualified and caring staff.

25b. Parent/Guardian Perception Data

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

Our lowest areas indicate that we need to help parents understand the many ways in which they can participate and be involved in the school.

25c. Parent/Guardian Perception Data

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

Looking at the parent survey, we see a clear need to increase parent participation. We need to develop more opportunities for parents to participate at school and in individual classrooms throughout the day and actively encourage parents to volunteer. This is particularly important since we are a new Pre-K-1 building and this is parents' first interaction with our schools. Our strategies for addressing parent involvement including communicating effectively with our parents are addressed in our revised parent involvement policy. As we have progressed through the year, we have seen an increase in parent participation in our school during the day and hope to continue that trend through actively seeking ideas and strategies to include more parents in our school through parent and staff feedback.

26a. Teacher/Staff Perception Data

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

Staff indicated confidence in the leadership, use of data to inform instructional practices and expertise of fellow teachers and support staff.

26b. Teacher/Staff Perception Data

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

The staff is comprised of early elementary teachers and support staff from 3 different elementary buildings. As a result, our lowest areas indicate that some of the processes in place need to be formalized and clarified in order to ensure that they are being implemented in the same way and with a common understanding.

26c. Teacher/Staff Perception Data

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

We are in the process of determining which processes need to be formalized and clarified so that we can write it out and make sure professional development aligns so that all staff have a common understanding of expectation.

27a. Stakeholder/Community Perception Data

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

The community at large is very positive and supportive of the transition of our new K-1 building. They feel the building is safe, staff is academically strong and nurturing to our youngest learners.

27b. Stakeholder/Community Perception Data

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

The only indicator that was less than fully implemented was indicator z-partnerships. We have been more involved in partnerships in the past, but as a new K-1 building, we need to re-establish these connections with an emphasis on early childhood issues and supports.

27c. Stakeholder/Community Perception Data

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

We are beginning to meet as a community team and reach out into the community to receive feedback on how they would like to be involved with the school.

Summary

28a. Summary

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

READING: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at the individual assessments that make up the composite, it is apparent that reading fluency is the weakest area. Therefore, our reading goal will focus on word reading fluency.

MATH: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the math DIBELS assessment. However, in looking at the individual assessments that make up the composite, foundational skills in number sense are the weakest area. Therefore, our math goal will focus on number sense.

PARENT INVOLVEMENT: Looking at the parent survey, we see a clear need to increase parent participation. We need to develop more opportunities for parents to participate at school and in individual classrooms throughout the day and actively encourage parents to volunteer. This is particularly important since we are a new Pre-K-1 building and this is parents' first interaction with our schools. Our strategies for addressing parent involvement including communicating effectively with our parents are addressed in our revised parent involvement policy. As we have progressed through the year, we have seen an increase in parent participation in our school during the day and hope to continue that trend through actively seeking ideas and strategies to include more parents in our school through parent and staff feedback.

28b. Summary

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

READING: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at the individual assessments that make up the composite, it is apparent that reading fluency is the weakest area. Therefore, our reading goal will focus on word reading fluency.

MATH: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the math DIBELS assessment. However, in looking at the individual assessments that make up the composite, foundational skills in number sense are the weakest area. Therefore, our math goal will focus on number sense.

PARENT INVOLVEMENT: Looking at the parent survey, we see a clear need to increase parent participation. We need to develop more opportunities for parents to participate at school and in individual classrooms throughout the day and actively encourage parents to volunteer. This is particularly important since we are a new Pre-K-1 building and this is parents' first interaction with our schools. Our strategies for addressing parent involvement including communicating effectively with our parents are addressed in our revised parent involvement policy. As we have progressed through the year, we have seen an increase in parent participation in our school during the day and hope to continue that trend through actively seeking ideas and strategies to include more parents in our school through parent and staff feedback.

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?

Goal 1: All students will become proficient in reading across content areas.

Goal 2: All students will become proficient in writing across content areas.

Goal 3: All students will become proficient in mathematics across content areas.

Goal 4: All students will become proficient in the areas of science and social studies through the use of grade level expository text

Goal 5: All staff and students will actively embrace and employ a researched based positive culture of leadership and learning while providing multiple opportunities for parents to participate within the school.

At the K-1 level, science and social studies content is basic and covered throughout the year through our reading/writing/mathematics curriculum with an emphasis on expository text. This will prepare students for the rigorous curriculum in science and social studies at the upper elementary and secondary levels. Our focus at this early age is learning to read so that later our children will be able to read to learn.

Our priority areas are the content areas and perception issues. Because we are a Pre-K-1 building, the foundational skills of reading and math are of particular importance as is parental involvement.

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		

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.algonac.k12.mi.us/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is a Pre K-1 st grade building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school is a Pre K-1 st grade 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	Alan Latosz/Assistant Superintendent 9185 Marsh Road Algonac, MI 48001 (810) 794-9317	

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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		Parent Involvement

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	We have needs assessment surveys and academic data. We also have event sign in sheets and professional development agendas.	

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?

In the fall, winter and spring we conduct formative assessments in the areas of reading-language arts and math. The results are reviewed by staff and parents to help form individual instruction plans and to inform building-wide instructional goals. The process we use is as follows:

1. Identification of student learning goals.
2. Identification of possible contributing causes for gaps in achievement.
3. Objectives to achieve student learning goals.

These three steps are used to guide the school's identification of additional resources to support goals and objectives. This process is fluid and changes as data becomes available and is annually reviewed to make improvements.

The needs assessment is on-going throughout the year. It is formally conducted annually at the district and building levels in the spring of each year. Input is taken from parents, administrators, teachers and students. DIBELS and local assessment data are continually reviewed. Staff, students and parents are surveyed at different points throughout each year to obtain perceptions and feedback about programming and culture of the building.

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?

In the 2014-15 school year, Algonac Community Schools consolidated all their K-12 buildings. The 2015-16 is the first year that Millside Elementary has the district's population of kindergarten and first grade students from across three previous elementary buildings. Therefore, Millside does not have trend data as a K-1 building but will look at district level information from the past and current data from this year's K-1 students. In addition as a K-1 building, we will not have MSTEP results or be a part of the top to bottom ratings.

PERCEPTION DATA:

In January of 2016, we administered the staff, parent and early elementary surveys from the advanced-ed site. We were able to collect surveys from all students and staff and 56 parents.

STUDENT PERCEPTIONS:

When we looked overall the results were very positive. The highest areas indicate that students feel safe in school and that their teachers know them. The 2 lowest areas were use of computers in the classroom and perceptions that their family likes to come to school. In each classroom we have a SMART board and i-pads used on a daily basis but the question asked about computers and we feel there may be a misunderstanding with the survey language. Secondly, about 64% of the students said their families like to come to school. We are not sure if that means they are unable to visit the school or they are uncomfortable visiting the school. We will dig deeper in the parent survey.

PARENT PERCEPTIONS:

56 households completed the parent survey. This is roughly 1/3 of our school household population. In looking at the results of the parent surveys, the new K-1 building scored very high in providing a safe environment, appropriate curriculum and highly qualified and caring staff. Our lowest areas indicate that we need to help parents understand the many ways in which they can participate and be involved in the school.

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STAFF PERCEPTIONS:

The staff is comprised of early elementary teachers and support staff from 3 different elementary buildings. As a result, our lowest areas indicate that some of the processes in place need to be formalized and clarified in order to ensure that they are being implemented in the same way and with a common understanding. However, staff indicated confidence in the leadership, use of data to inform instructional practices and expertise of fellow teachers and support staff.

PROGRAM PROCESS/SSR:

Of the 26 indicators, our school rated fully implemented on 25 of the 26 indicators. The only indicator that was less than fully implemented was indicator Z-partnerships. We have been more involved in partnerships in the past, but as a new K-1 building, we need to re-establish these connections with an emphasis on early childhood issues and supports. This is reflected in component 10.

DEMOGRAPHICS:

There are 260 K-1 students at Millside Elementary. 98% of the student body is identified as White/Caucasian and 2% is identified as African American. 41% of the student population is eligible for free/reduced lunch. 11% of students receive special education services. (Resources Room/Speech and Language). We currently do not have any English Language Learners in K-1. Currently 32% of students receive Title 1 services while we were a targeted building.

As a new K-1 building, we are creating baseline data for future trends in mobility, attendance, and discipline. We have adopted The Leader in Me program (Stephen Covey) to build student responsibility and a culture of respect. We do not have older students as models so we need to teach students to be leaders at a young age. In addition, it creates a culture and climate of cooperation and common mission for staff who have been brought together from 3 different buildings.

STUDENT ACHIEVEMENT:

As a K-1 building, our primary goal is to ensure that students have a strong foundation in English Language Arts and Mathematics. We do not have M-STEP data at this grade level to help guide us as this test is not administered until grade 3. We are preparing students to fluently read, write and have a strong number sense foundation to be successful in third grade and beyond when taking the state assessments.

SCIENCE/SOCIAL STUDIES CONTENT:

As the K-1 level, science and social studies content is basic and covered throughout the year through our reading/writing/mathematics curriculum with an emphasis on expository text. This will prepare students for the more rigorous curriculum in science and social studies at the elementary and secondary level. Our focus at this early age is learning to read so that later, our children will be able to read to learn. Our district has guidelines on topics that are covered in science and social studies. All K-1 students receive a STEM special twice each week.

KINDERGARTEN: Throughout the school year, we administer the DIBELS literacy screener three times (September, January and May). We also give reading benchmark test/running records in May of the kindergarten year.

Results for the 2015-2016:

READING: In the fall, 48% of the incoming kindergartners scored at or above the reading composite benchmark. At mid-year, 70% scored at or above the benchmark.

MATH: In the fall, 46% scored at or above the math composite benchmark. At mid-year, 64% scored at or above the math composite benchmark.

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FIRST GRADE: Throughout the school year, we administer the DIBELS literacy screener three times (September, January and May). We also give reading benchmark test/running records in September, January, and May.

Results for the 2015-2016:

READING: In the fall, 40% of the first graders scored at or above the composite benchmark. At mid-year, 52% scored at or above the composite benchmark.

MATH: In the fall, 37% of the first graders scored at or above the composite benchmark. At mid-year, 41% scored at or above the composite benchmark.

CONCLUSIONS:

READING: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at the individual assessments that make up the composite, it is apparent that reading fluency is the weakest area. Therefore, our reading goal will focus on word reading fluency.

MATH: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the math DIBELS assessment. However, in looking at the individual assessments that make up the composite, foundational skills in number sense are the weakest area. Therefore, our math goal will focus on number sense.

PARENT INVOLVEMENT: Looking at the parent survey, we see a clear need to increase parent participation. We need to develop more opportunities for parents to participate at school and in individual classrooms throughout the day and actively encourage parents to volunteer. This is particularly important since we are a new Pre-K-1 building and this is parents' first interaction with our schools. Our strategies for addressing parent involvement including communicating effectively with our parents are addressed in our revised parent involvement policy. As we have progressed through the year, we have seen an increase in parent participation in our school during the day and hope to continue that trend through actively seeking ideas and strategies to include more parents in our school through parent and staff feedback.

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.

Goal 1: All students will become proficient in reading across content areas.

Goal 2: All students will become proficient in writing across content areas.

Goal 3: All students will become proficient in mathematics across content areas.

Goal 4: All students will become proficient in the areas of science and social studies through the use of grade level expository text

Goal 5: All staff and students will actively embrace and employ a researched based positive culture of leadership and learning while providing multiple opportunities for parents to participate within the school.

At the K-1 level, science and social studies content is basic and covered throughout the year through our reading/writing/mathematics curriculum with an emphasis on expository text. This will prepare students for the rigorous curriculum in science and social studies at the upper elementary and secondary levels. Our focus at this early age is learning to read so that later our children will be able to read to learn.

Our priority areas are the content areas and perception issues. Because we are a Pre-K-1 building, the the foundational skills of reading and math are of particular importance as is parental involvement.

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?

In our goals, we have included strategies for teachers to provide to all students and the interventions for students who are not making adequate progress.

All students are screened three times each year for adequate progress toward the goal. Students who are not making adequate progress are identified, interventions are planned, and progress is monitored throughout the intervention on a regular basis to determine whether or not the intervention is effective for that student. Modifications or changes to the intervention are made based on the progress of the student.

We also have computer programs and applications in the plan that students use in addition to instruction for more practice in problem areas. Often these programs can be accessed at home so that parents can be involved.

As a non-academic goal, we have implemented The Leader in Me program (Stephen Covey) to provide a positive culture and leadership responsibilities for all students. Part of the program allows all students to choose personal goals. Teachers guide students to choose appropriate goals that are individual and meaningful to each student. These goals could be academic, attendance, or behavior goals. We are working to build a new culture and empower students to take responsibility for their own learning at an early age.

Component 2: Schoolwide Reform Strategies

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

READING: All students will participate in the core reading program, of course. To support the program, all students will receive phonics instruction in their daily literacy block, and are screened three times each year using DIBELS. There is an emphasis on expository reading incorporating science and social studies content.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

WRITING: Teachers will instruct All students to use common vocabulary, graphic organizers, and models to become proficient as measured by the MLPP/Write Well writing rubrics. There is an emphasis on expository writing incorporating science and social studies content.

Graham, S., & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

MATHEMATICS: Teachers will instruct All students in the core mathematics program and will be screened using the DIBELS math assessments three times each year. All teachers will implement Math Talk strategies to support the core program. We incorporate appropriate science and social studies applications such as graphs, tables, measurement, and geometry.

Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). Teaching math to young children: A practice guide (NCEE 2014-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

PARENT INVOLVEMENT: Staff will be trained in and use approaches to increase parent and family engagement. The parents of all students will be included in all communications and activities and will be given opportunities to provide input.

"Collaborating for Success" Parent Engagement Toolkit, Michigan Department of Education, 2015

THE LEADER IN ME: Staff will implement The Leader in Me program and use common vocabulary and materials. The emphasis on citizenship and community in this program supports social studies concepts at this early grade level.

Research on TLIM conducted by University of Rochester's Warner School of Education; The Leader In Me Research Literature Review; October 2011

SKILLS Covered: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision-Making

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).

QUALITY OF INSTRUCTION:(The following strategies improve and support the instructional program afforded all students and those at risk).
The Leader in Me program (Research based program to develop strong leadership skills as well as increasing confidence and promoting independence)

Research-based Core Reading Program - Houghton Mifflin Journeys

Research-based Core Math Program - Houghton Mifflin Go Math

Write Well program based on the research of Lucy Calkins

Expository Reading covering all Content Areas

Veteran staff most with Master's Degrees

Professional development provided by staff members and RESA consultants with expertise in specific areas.

Screening our students and analyzing the results allows us to target deficits and focus teaching in those areas using research-based strategies.

Progress monitoring allows us to quickly assess the effectiveness of the strategy and make changes in instruction to improve outcomes.

Teacher Assistance Teams (TATs) provide support to teachers dealing with struggling students

Title 1 Reading Specialist

QUANTITY OF INSTRUCTION: (The following strategies ensure that all students and those at risk will have additional opportunities for learning outside of the school day or year and to receive assistance as needed).

90 minutes of uninterrupted ELA instruction

60 minutes of math instruction

Additional Paraprofessional services (working with small group individualized instruction based on student need)

Summer School (additional learning opportunity throughout the summer)

Targeted Intervention groups - Students with specific, identified deficits will be placed in small groups for additional, targeted instruction on specific skills.

The school improvement team is implementing The Leader in Me process (TLIM) by Stephen Covey, to close any achievement gaps in the at-risk population as well as increase the achievement of all students. This integrated model of leadership opportunities is designed to help schools create data-driven instructional programs for all learners.

A major component of TLIM is collecting data to guide decision-making on many levels. Through careful analysis of the results, we have made improvements to our core programs to address skills that need strengthening. We are using the data to purchase programs and to provide training to meet the needs of our students who have strategic or intensive learning needs. This model has also provided us with training on how to structure language arts blocks and intervention times where children are flexibly grouped, allowing more time to be spent instructing all students more effectively.

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

THE LEADER IN ME: As we complete our first year transitioning the entire community into one Pre K-1st grade building, we have taken the

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time to focus on the culture of the building. We are coming together to create the best possible environment for our young learners. Staff will be focused on common language and goals while trying to make our families feel empowered and comfortable in the new building and district configuration.

READING: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the reading DIBELS assessment. However, in looking at the individual assessments that make up the composite, it is apparent that reading fluency is the weakest area. Therefore, our reading goal will focus on word reading fluency.

WRITING: Even though there is no data on Kindergarten and 1st grade writing, we included writing because of its connection to the reading process. In addition, it supports science and social studies through expository writing.

MATH: Both Kindergarten and 1st grade have made significant progress toward the expectation of at least 80% of students achieving at or above benchmark in the math DIBELS assessment. However, in looking at the individual assessments that make up the composite, foundational skills in number sense are the weakest area. Therefore, our math goal will focus on number sense.

PARENT INVOLVEMENT: Looking at the parent survey, we see a clear need to increase parent participation. We need to develop more opportunities for parents to participate at school and in individual classrooms throughout the day and actively encourage parents to volunteer. This is particularly important since we are a new Pre-K-1 building and this is parents' first interaction with our schools. Our strategies for addressing parent involvement including communicating effectively with our parents are addressed in our revised parent involvement policy. As we have progressed through the year, we have seen an increase in parent participation in our school during the day and hope to continue that trend through actively seeking ideas and strategies to include more parents in our school through parent and staff feedback.

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.

Within the plan, we have small group or individualized instruction written in multiple places. It is also necessary to improve the teachers' knowledge on how to better differentiate for their students within the classroom. We are doing this through our professional development sessions and grade level meeting times. Our Title 1 teacher, paraprofessionals and special education teachers always use the current data to determine individual instruction for the students most at need.

Because we are a Pre-K-1 building, the majority of our resources will be spent improving our reading and mathematics skills as these are foundational skills for all subject areas including science, social studies, and writing.

READING: Students who score in the strategic range are given one half hour of instruction in addition to their core instruction. Students who score in the intensive range are given one hour of instruction in addition to their core instruction. This additional instruction is provided by a paraprofessional, general education teacher, special education teacher, or reading specialist. The programming for this additional instruction is dependent on the student needs but may include programs such as: Road to the Code, SRA/Phonemic Awareness, Sound Partners, Journeys Reading Series Interventions - Move on Up, Fry Fluency Phrases, Repeated Reading, timed word drills, and other strategies from the CORE reading program or Florida Center for Reading Research and the DIBELS progress monitoring.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

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Education.

WRITING: Student writing needs will be addressed through teacher-directed, skill-based, small group instruction within the classroom and additional time to write will be given if needed. This additional instruction is provided by a paraprofessional, general education teacher, special education teacher, or reading specialist.

Graham, S., & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

MATHEMATICS: Students who score in the strategic or intensive range on the DIBELS assessment will be given one half hour of additional instruction. This additional instruction is provided by a paraprofessional, general education teacher, or special education teacher. In addition, students have time to use a computer-based program called Moby Max to practice necessary skills.

Newman-Gonchar, R., Clarke, B., & Gersten, R. (2009). A summary of nine key studies: Multi-tier intervention and response to interventions for students struggling in mathematics. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Gersten, R., Clarke, B., Haymond, K., & Jordan, N. (2011). Screening for mathematics difficulties in K-3 students. Second edition. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

PARENT INVOLVEMENT: For students who are not meeting academic standards, the school provides parents with reading growth plans, take home books, access to Moby Max and RAZ Kids at home, and math practice books.

"Collaborating for Success" Parent Engagement Toolkit, Michigan Department of Education, 2015

Compilation of resources that outline the research which states that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Communicate high, yet reasonable, expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community

THE LEADER IN ME: Students will make goals based on their own challenges whether that is academic, attendance, or behavioral. Students will be supported and monitored by parents, teachers, and staff in the building.

Research on TLIM conducted by University of Rochester's Warner School of Education; The Leader In Me Research Literature Review; October 2011

SKILLS Covered: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision-Making
Review of Literature for Social and Emotional Learning Social and emotional learning is the process through which people learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Fredericks, 2003, p.4). It is predicated on the idea that our highest degree of learning comes from challenging and supportive relationships (Weissberg & O'Brien, 2004). Additionally, evidence indicates one may not be able to attain personal and academic success without addressing these core skills, ...learning is possible only after students' social, emotional and physical needs have been met. When those needs are met, students are more likely to succeed in school (CASEL as cited in Fredericks, 2003, p.4).

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

We continually monitor the intervention data throughout the year. DIBELS screening in reading and mathematics occurs in the fall, winter, and spring. Reading progress monitoring occurs at least once a month. Teachers meet in Response to Intervention meetings with the Title 1 specialist twice a month. The progress of strategic and intensive students is monitored to ensure progress and fidelity of the interventions. Students attaining the benchmark goal are released from intervention. For students who have not yet met the benchmark goal, the data is analyzed and modifications may be made to the interventions. Parents and administrators are brought into the discussion from the onset of the interventions.

All students keep an individual data binder for TLIM to track their progress. Parent-teacher conferences are student-led. Their individual goals for TLIM are shared throughout the year with teachers, parents, and other students.

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	100% of all instructional paraprofessional meet the NCLB requirements for highly qualified. Paraprofessionals also go through multiple trainings each year with the Title 1 specialist to make sure that interventions are implemented with fidelity and accuracy.	

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	100% of all teachers and paraprofessional are considered highly qualified. 90% of staff has their Master's degree. They all are continuing their SBCEU's to maintain certification.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Algonac Community Schools does not have a high teacher turnover rate. Millside Elementary does not anticipate any teacher turnover this year. This is the first year of this school's existence as K-1 building--having combined the K and 1st grades from 3 schools into 1. So, there has been turnover, but only a combining HQ staff from 3 schools into 1.

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

We have a staff of 19 including specials teachers. All staff members are veteran teachers that have taught for 10 - 31 years in the lower elementary grades. All teaching staff are highly qualified.

The distribution of staff experience is as follows:

0-5 years = 0 teachers

6-10 years = 2 teachers

11-15 years = 6 teachers

16-20 years = 6 teachers

21 + years = 5 teachers

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

When we are hiring, we have a competitive salary and benefit package. We also offer mentoring programs for new teachers and encourage new teachers to attend a series of new teacher professional development workshops. Algonac is a small community and offers a great deal of leadership opportunities within the school district. The staff, parents, and community work together to benefit the entire student population. The facility is well-maintained, room for all programs/classes, multitude of resources and has air-conditioned.

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

When we are hiring, we have a competitive salary and benefit package. We also offer mentoring programs for new teachers and encourage a series of new teacher professional development workshops. Algonac is a small community and offers a great deal of leadership opportunities within the school building as well as a staff, parents and community that work together to benefit the entire student population. Experienced teachers also have ample opportunities for professional growth. Teachers are recognized for good attendance. Teacher and para-pro of the year awards are given to recognize excellence.

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?

Not Applicable

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.

Based on our goals and Comprehensive Needs Assessment, we will offer training for staff in the following areas: DRA/Running Records, Word Blending/Phonics Strategies, Kagan Cooperative Learning strategies, Writing & Reading Conferencing, Singapore Math Strategies, parent outreach strategies, and the staff will continue to receive The Leader in Me training. Professional Development is regularly scheduled throughout the year to support school learning initiatives and goals. Staff also have the opportunity to attend learning opportunities outside of the district-provided ones if they align with the goals of the school improvement plan.

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

Based on our goals and Comprehensive Needs Assessment, we will offer training:

DRA/Running Records- This is a training that we follow up on yearly for the past 8 years. It is important that all staff implement with fidelity as our interventions are often based on the results and progress monitoring.

Word Blending/Phonics Strategies-We train at multiple points throughout the year with staff as these strategies are the basis for guided instruction.

Kagan Cooperative Learning strategies - We started using Kagen strategies 2 years ago to ensure our students are in productive cooperative groups for learning. We will continue to use these strategies for grouping students effectively.

Writing & Reading Conferencing-We are revisiting conferencing strategies to ensure that all teacher's skills are current and that they are taking the time to meet and confer with students individually and in small groups.

Math Talk Strategies- Staff continues to work with implementing math talk throughout their teaching time to help students explain their thoughts and allow for all to be fully engaged throughout the math learning process.

Parent Outreach Strategies- As a Title 1 building, we are constantly seeking ways to engage and include parents when their presence is not always possible.

The Leader in Me training- This is a new initiative from the past year. This will require on-going training over the next 2 years

IN ADDITION, Professional Development is regularly scheduled throughout the year to support school learning initiatives and goals. Staff also have the opportunity to attend personalized learning opportunities outside of the district-provided ones if they align with the goals of the school improvement plan.

Millside Elementary has 16 hours of PROFESSIONAL DEVELOPMENT MEETINGS (NOT STAFF MEETINGS) scheduled throughout the year. Generally, each meeting is one hour in length and we often have time to revisit topics covered in previous meetings to determine what is working and what is unclear or needs improvement. This format allows us the time to implement new ideas, practices, and curriculum and
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then come back together to share out what worked and what did not. We also have time for staff members to share areas of expertise at each meeting. For example, one staff member is an expert in Kagan Cooperative Learning and regularly shares a strategy to try in the classroom for that month. Another staff member is an expert in autism and shares strategies for working with autistic students. Next year, we will have one full day of professional development and two - half days as an entire district to work on various initiatives. The district supports professional development on a regular basis for teachers. We are very fortunate to have a local RESA that will listen and provide needed training in needed areas. An example of a typical agenda for our 1 hour professional development meetings is as follows:

A Word from our Superintendent - 5 minutes

Celebrations (what is working well/what great things are happening, etc.) - 5 minutes

Review Topics from previous meeting/s (share how you have used the material) - 5-10 minutes

Topic of Day (follows the calendar of meetings - see attached) - 20-30 minutes

Teacher/Classroom Presenter/s - 15-20 minutes

Parent Involvement - 5 minutes

Other - 5 minutes

Generally, our professional development meetings have topics that are revisited from year to year based on our on-going needs. For example, each year we have RESA consultants come to our building to provide training in various areas. Last year the science consultant provided training on discovery tables at the early elementary level. To continue that training, we will have her present this year on science inquiry and using notebooks or science journals along with the discovery tables. This is one way to include science learning in our ELA/writing block so students are learning to write one type of nonfiction and keep logs of learning. Sometimes, new topics are introduced as we see our needs change through the yearly needs assessments. In this case, we try to break our need down so that we can continue to develop in that area for the next 2 to 5 years.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Meetings 2016-17

Component 6: Strategies to Increase Parental Involvement

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

Parents and the community play a vital role in our strength as a family of learners and our academic achievement and are therefore encouraged to participate in our building as well as offer suggestions and advice for improvement. Parental involvement is not limited to the Title I school-wide plan but encompasses all of our programs and curriculum. Some of the many opportunities parents have to contribute to the development of our school-wide plan and other programs include PTO meetings, ITLC (Instructional Team Leadership Committee), school and district improvement committees, teams, and feedback groups, and a variety of surveys and questionnaires distributed throughout the school year. Parent input and suggestions are used to update and improve our Title I programs as well as other programs such as the curriculum and technology committees. Our current Parent Involvement Policy and Compact was reviewed by both staff and parents and updated to reflect the ideas and suggestions given by both groups. The principal meets regularly with the PTO board members to keep them apprised of school events and issues and to address any concerns.

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

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL-WIDE REFORM STRATEGIES:

Parents offer feedback by completing the Comprehensive Needs Assessment and other surveys or questionnaires throughout the year as needed. All committees have parents to offer feedback and suggestions including curriculum (ITLC) and assessment programs as well as our Title 1 plan to review our needs each year to determine any areas in need of reform.

HIGHLY QUALIFIED STAFF - ATTRACT AND RETAIN:

Parents sit on interview teams when hiring staff and administration including central office. We have parents come in to our school to train the staff on the special requirements of their child/ren.

PROFESSIONAL DEVELOPMENT:

Parents will be trained along with staff in The Leader in Me program. Parents train staff on the special requirements of their child/ren. Title I provides training for parents to help their child/ren at home.

PARENTAL INVOLVEMENT:

Each year, parents are asked to review our parent involvement policy and our school-parent compact to offer suggestions and updates. Parents are encouraged to volunteer in the classroom or for the classroom (get materials ready for classroom use) and participate on any of the various committees.

PRESCHOOL TRANSITION:

We coordinate preschool transition to kindergarten with our child care coordinator, parents, and Great Start Readiness Program (GSRP) teachers.

ASSESSMENT DECISIONS:

Parents are contacted throughout the year to inform them of their child's progress and are included in meetings and growth plans should their child not meet the standard of expected achievement.

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TIMELY ASSISTANCE:

Take home leveled readers and games to use with children at home. Subscriptions to MOBY MAX and RAZ Kids that parents can access at home to help children. National Geographic magazines are used in school and sent home for additional support for the parents.

COORDINATION OF RESOURCES:

Parent volunteers and the PTO help us carry out the mission of our school by providing funds to support classroom instruction and instructional materials. They also fund student enrichment activities including assemblies, family events, etc.

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

Data collected from parents during the year through surveys, questionnaires, evaluations, and conversations will be reviewed each year by the school improvement team made up of both teachers and parents to determine any changes or improvements to be made. This process will be on-going as time is set aside at each PTO meeting and staff professional development meeting to discuss issues as they arise. We offer short evaluation surveys at each event where parents are in attendance so they are able to offer timely feedback on the event.

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		Parent Involvement Policy 2016

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

Assistance Regarding State Content Standards, Assessments, and Monitoring Progress (Section 1118 e 1)

Since academic achievement standards and assessments change regularly, we offer parents several options to keep informed and up-to-date. We provide a standards-based report card which is explained during parent-teacher conferences each year. We also discuss standards and assessment during Kindergarten Round-Up, at Open House, and during all Title 1 meetings. Handouts, brochures, and web pages are used to explain curriculum alignment and assessment. Parents are informed of student progress on state assessments through written reports or letters.

Provide Materials and Training to Parents (Section 1118 e 2)

We also provide materials and training for parents who want to help their child at home. Title 1 staff offers educational packets on specific skills for parents to use and we have purchased access to MOBYMAX and RAZ-KIDS for school and home use. We have family curriculum nights and learning events throughout the school year for parents to participate in with their children.

Educate School Staff on Parent Involvement (Section 1118 e 3)

To be effective with school-home communication, we must continue to improve our means of communicating with parents. To continue to improve our knowledge and communication, we devote a portion of our staff development meetings to home-school connections, we share research articles, books, and best practices with each other, and we attend outside events in which students and families are involved. We

School Improvement Plan

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review parent surveys and questionnaires as a group and make changes as appropriate based on that feedback. Each spring, we have a parent appreciation event to honor all of the parents who have volunteered throughout the year.

Coordinate Parent Involvement with Other Programs (Section 1118 e 4)

In order to coordinate and integrate parental involvement programs and activities with our Early Childhood Special Education Program and our Early On (0-5) Program, we include them in all of our various events and activities both during and after school. The GSRP staff (housed elsewhere) participates in all of our professional development activities. Also, our special education staff works with us to ensure that we coordinate supports to parents so that our general education staff are included and aware of the activities unique to our special education students.

Provide Information in a Language Parents can Understand (Section 1118 e 5)

We use translators from the Macomb ISD to assist us in preparing written materials for LEP families as well as Google Translate. We work diligently to keep home communication jargon-free, succinct, and easily readable. We are always willing to explain in person or over the phone.

Provide Other Reasonable Support (Section 1118 e 14)

We also may offer other reasonable support for parents as requested. Parents should contact the school office to request additional support.

Full Participation Opportunities for Parents who are Disabled, Limited English or Migrant (Section 1118 f)

Our school is ADA compliant and one floor level. We encourage parents with physical disabilities to contact us as we can accommodate most reasonable requests through our staff and the RESA staff. We use translators from the Macomb ISD to assist us in preparing written materials for LEP families as well as Google Translate. We can also offer assistance to migrant families should the need arise with the Michigan Department of Education guidance and resources.

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

The plan will be evaluated through oral and written feedback and ideas from the parents. At all school events, parents will be given the opportunity to take a brief survey to let us know their thoughts and feelings on what they liked and what needs to change. Millside Elementary school will also offer events at varied times throughout the day to meet a wide range of parent schedules. A yearly perception survey will be utilized to get parent perception information, plus an annual Title 1 meeting. The parent group will also be consulted on a regular basis as well as the parents attending the school improvement meetings.

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

The evaluation will be reviewed tallied and used to note themes and/or commonalities. We will use the data to improve programs and evaluation methods. The feedback, combined with other sources of academic data will drive interventions to help students both in and outside of school. Feedback will be used to assess any needs that are not being met at the current time and plan for future programs and events. Ideas are implemented if they are reasonable and consistent with the year's goals. If it is unreasonable to implement within the year, the feedback and ideas become part of the planning process for the following year.

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

In order to make certain all parents, teachers, and students know and understand the responsibilities of each group to ensure students achieve academic success, a school-home compact has been developed with input from all groups. As we were already a targeted Title 1 building, we started with the current compact in place to work from. We then convened multiple meetings throughout the school year with parents, teachers, administration, students and community members to discuss the importance and relevance of the school-parent compact. Through these discussions a school-parent compact was developed and agreed upon by all stakeholders. After the meeting concluded, we had the K-1 students review their portion and asked them if "Do you think you can do these things? Is there anything else we should add on?" It is also reviewed and updated each year by staff, parents, administration, students and community members to ensure that we continue to promote positive, academic success for all students.

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

Teachers share the school-home compact at parent teacher conferences in the fall. Parents may choose to modify their specific compact so that it best fits their child's special situation. All compacts are reviewed and discussed with students before conferences and with parents during conferences.

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

Not Applicable

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

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

We use translators from the Macomb ISD to assist us in preparing written materials for LEP families as well as Google Translate. We work diligently to keep home communication jargon-free, succinct, and easily readable. We are always willing to explain in person or over the phone.

We also may offer other reasonable support for parents as requested. Parents should contact the school office to request additional support.

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?

Early Childhood Special Education Programs (ECSE) allows children who are five years old to participate in the kindergarten activity room with their age-level peers. The four-year-old students learn school routines and procedures. Included are provisions for earning social skills, and exposure to stories and reading readiness skills.

The Great Start Readiness Program (GSRP) and Head Start involves children in play dates, through which social skills are learned. They are exposed to reading readiness skills, and hear stories read aloud on a regular basis. Our staff goes to these programs to provide these services and to meet the children more than once a year. The students in these programs and their families also have the opportunity to attend family evening events at this school. We have Kindergarten Round-Up in the spring and Kindergarten Open House in the Fall before school starts.

In order to coordinate and integrate parental involvement programs and activities with our Early Childhood Special Education Program and our Early On (0-5) Program, we include them in all of our various events and activities both during and after school. The GSRP staff (housed elsewhere) participates in all of our professional development activities. Also, our special education staff works with us to ensure that we coordinate supports to parents so that our general education staff are included and aware of the activities unique to our special education students.

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?

Kindergarten readiness training for parents -
Great Start Readiness Program

Fridays are set aside for parent meetings and information sharing. Topics include the following:

- Importance of phonemic awareness - pre-reading skills
- Importance of social emotional development
- Basic math and science skills

Two formal parent teacher conferences are held for pre-school children. Topics include the following:

In the Fall -

- o Why read?
- o Strengths and weaknesses concerning student transition to school setting

In the Spring -

- o District assessments (MLPP, DIBELS, etc.)
- o Strengths and weaknesses of student with readiness for Kindergarten
- o Summer packet to strengthen skills

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Early Childhood Special Education Program

Monthly parent meetings to share information and progress of students are held. Topics include the following:

- Early literacy/pre-reading skills
- How to enhance social-emotional development
- Parent-to-parent connections

Two formal parent teacher conferences are held in the fall and spring.

In the Fall, topics include:

- o Strengths and weaknesses concerning transition to school setting
- o What skills to practice to be ready for Kindergarten
- o Materials to help practice those skills are given with explanations on how to use them (i.e. laces, etc.)

In the Spring, topics include:

- o Kindergarten curriculum
- o Programming options for your child
- o Assessment results from your child

Our pre-school program teachers meet regularly with our Kindergarten teachers to discuss Kindergarten readiness skills, what is working and any areas that need more training for teachers.

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?

All teachers meet regularly (every other week) during Rtl (Response to Intervention) time to discuss student assessments and interventions. This Rtl time includes the Title 1 Reading Specialist as needed to discuss possible interventions and instructional strategies. Students are chosen and grouped for intervention for Title 1 support and other additional services as needed. A student's needs may also be addressed in a TAT (Teacher Assistance Team) meeting if the tried interventions and strategies don't appear to be benefiting the student. Parents are informed of student progress on assessments and if they are receiving Title 1 services. Written progress reports are sent home to keep parents informed on the progress and when the Title 1 services are discontinued.

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

Teachers have Rtl (Response to Intervention) meetings every other week with teachers in the same grade level to discuss student data and progress toward goals. As teachers try different strategies and interventions, some may prove beneficial to all students. This is discussed both in Rtl meetings as well as in Staff Development Meetings in which all teachers participate. Time is allotted at each Staff Meeting to share ideas, strategies, and interventions that work well for all students as well as struggling students.

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.

Since we are an Early Elementary (K-1) building, we focus on reading and literacy skills and math. We include Science and Social Studies concepts in the literacy and math by incorporating expository text into our reading and writing lessons.

All students are assessed using DIBELS (Dynamic Indicators of Basic Literacy Skills) assessments and DRA (Developmental Reading Assessment) at the beginning of each school year to determine baseline data and whether or not State Academic Standards are being met. We monitor all students closely and intervene as soon as a need presents itself. Generally, the following process is used to identify students not meeting State Standards. However, students who have attended a Head Start program, Great Start Readiness Program, are homeless, or have been retained are given priority if the need presents itself.

We assess in the fall, winter, and spring to identify students who are not mastering the state's academic standards in reading and math. These students receive interventions provided by classroom teachers, special education teachers, Title I teachers, or paraprofessionals.

For students K-1, teacher observation and recommendation as well as parent requests are considered in servicing students.

READING:

Kindergarten

The Title I teacher, the principal, and the classroom teachers use the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment to determine who is not meeting State Standards and therefore qualifies for interventions. Students who score in the intensive or strategic range on the DIBELS sub-test, First Sound Fluency, qualify for intervention.

First Grade

The Title I teacher, the principal, and the classroom teachers use the DIBELS assessment to determine which students are not meeting State Standards and therefore will receive intervention. Students who score in the intensive or strategic range on the DIBELS subtests, Phonemic Segmentation Fluency and Nonsense Word Fluency, qualify for intervention. The most recent DRA scores/leveled reading benchmark scores are also considered to make sure all students in need of help receive assistance.

MATH: K-1

The Title I teacher, the principal, and the classroom teachers use the DIBELS assessment to determine which students are not meeting State Standards and therefore will receive intervention. Students who score in the intensive or strategic range on the DIBELS subtests, Beginning Quantity Discrimination (BQD), Next Number Fluency (NNF), Number Identification Fluency (NIF), qualify for intervention. Go Math chapter tests and classroom performance are also used to determine services.

WRITING: K-1

The classroom teachers use Write Well rubrics (less than a 3) and classroom performance to identify students to receive additional support.

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?

Within the plan, we have small group or individualized instruction written in multiple places. It is also necessary to improve the teachers' knowledge on how to better differentiate for their students within the classroom. We are doing this through our professional development sessions and grade level meeting times. Our Title 1 teacher, paraprofessionals and special education teachers always use the current data to determine individual instruction for the students most at need.

If more students qualify than there is space for, the students with the lowest scores receive assistance first. As students benefit from the intervention and no longer need additional support services, others on the list are then serviced. Services may be discontinued if DIBELS progress monitoring scores are in the core range.

Because we are a Pre-K-1 building, the majority of our resources will be spent improving our reading and mathematics skills as these are foundational skills for all subject areas including science, social studies, and writing.

READING: K-1

Interventions:

Students who score in the strategic range are given one half hour of instruction in addition to their core instruction. Students who score in the intensive range are given one hour of instruction in addition to their core instruction. This additional instruction is provided by a paraprofessional, general education teacher, special education teacher, or reading specialist. The programming for this additional instruction is dependent on the student needs but may include programs such as: Road to the Code, SRA/Phonemic Awareness, Sound Partners, Journeys Reading Series Interventions - Move on Up, Fry Fluency Phrases, Repeated Reading, timed word drills, and other strategies from the CORE reading program or Florida Center for Reading Research and the DIBELS progress monitoring.

WRITING: K-1

Interventions:

Interventions in the area of writing will be based on the specific needs of the students. Topics that may be addressed include organization, ideas/details, voice, word choice, sentence fluency, and conventions. Instruction may be given by classroom or special services teachers, as well as paraprofessionals.

MATH: K-1

Interventions:

Assistance will be provided according to each student's needs, and will take the form of one-on-one or small group instruction. Emphasis will be placed on the use of manipulatives and different approaches than those already employed. These interventions will be provided by the classroom teacher, special services instructors, or paraprofessionals. In addition, students have time to use a computer-based program called Moby Max to practice necessary skills.

PARENT INVOLVEMENT: For students who are not meeting academic standards, the school provides parents with reading growth plans, take home books, access to Moby Max and RAZ Kids at home, and math practice books.

THE LEADER IN ME: Students will make goals based on their own challenges whether that is academic, attendance, or behavioral. Students will be supported and monitored by parents, teachers, and staff in the building.

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

Student's individual needs are being met in the classroom by small group instruction and individual accommodations. Teachers have access to leveled readers and supplemental science/social studies monthly magazines to use in the classroom and are taken home with the student. With the technology enhanced classroom, students have multiple resources at their fingertips and an array of possibilities to showcase their learning. Teachers meet at grade level meetings to track all students learning and determine if individual instruction and accommodations are needed at any given time. Students above grade-level are afforded the opportunity to work on academic classes at a higher grade level.

Students with behavioral challenges may have personalized schedules to keep student focused on academics. Social stories are written for students who have difficulty in specific social settings.

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.

FEDERAL:

TITLE 1, PART A: provides a Title 1 intervention teacher, 2 support paraprofessionals and parent involvement materials and activities. It also allows for interventions materials within the classroom.

IDEA/SPECIAL EDUCATION: provides 1 special education resource room teacher, 1 early childhood special education teacher, 2 special education paraprofessionals, 1 speech and language provider and 1 social worker for Millside Elementary.

TITLE II, PART A: provides professional development opportunities as well as training for The Leader in Me.

TITLE III LEP or IMMIGRANT: provides opportunity for teachers to go to professional development regarding limited english students.

HEAD START: A federally funded pre-school which prepares students entering Millside Elementary is provided through a shared service site between Algonac and Marine City families.

NUTRITION PROGRAMS: provides free/reduced breakfast and lunch to students who qualify throughout the school year. We also provide free/reduced lunch to students who qualify during the summer school program as well.

STATE:

GREAT START READINESS PROGRAM (GSRP):A state funded pre-school which prepares students entering Millside Elementary is provided through grant and is operated by the Algonac Community School District. There are 3 sections of GSRP for the Algonac School District.

SECTION 31 A AT RISK: may provide para support in 2016-17

GENERAL FUND: provides the facilities, staffing, administration, curriculum and materials to operate Millside Elementary

OTHER LOCAL:

ST CLAIR RESA: provide professional development opportunities and content consultant support

PTO: provide family events, pay for field trips within the buildings as well as materials and supplies to support classroom teachers

LOCAL FOUNDATIONS: provides the Friday Backpack program to all families who are in need of assistance with extra food for the weekends, The Leader In Me foundation grant provides consulting services and materials for the implementation of the TLIM program.

Classroom grants are given throughout the year to teachers that have individual needs or projects

HEALTH/DENTAL SERVICES: The smiles program and Mobile Dentist come to service students in the school whose families request treatment for dental. The Vision of Sight provides vision screenings and glasses to students in need. the health department provides vision/hearing screening in the building yearly.

LOCAL BUSINESSES: provide incentives to be used throughout the year to encourage student success

COMMUNITY VOLUNTEERS: provide assistance for classroom teachers throughout the school day. They often help get materials ready, read with small groups of students, assist with projects, etc....

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.

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Federal, state and local programs and resources are coordinated to support school-wide programs and initiatives as follows:

1. Comprehensive Needs Assessment-

During the development of the comprehensive needs assessment staff, parents and community members met together multiple times to discuss and development the needs and concerns as well as the strengths of all the data collected. This was paid for out of general funds (teachers) and school internal funds (snacks while working). Title 1 pays for the Title 1 staff who are instrumental in planning and gathering the data.

2. Schoolwide Reform Strategies-

Developed in consultation with all applicable members. This was paid out of general fund and professional development was paid out of general fund and Title II A funding. General Fund and Title 1 support all students academically with Tier 1, Tier 2 and Tier 3 interventions and strategies. The Leader in Me grant funding supports some reading and behavior interventions. IDEA pays for special education staffing and materials for the special education population. Parent volunteers support classroom teachers.

3. Instruction by Highly Qualified Professional Staff-

This was paid out of general fund and professional development was paid out of general fund and Title IIA funding. General Fund and Title 1 support all students academically with Tier 1, Tier 2 and Tier 3 interventions and strategies.

4 Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools-

This was paid out of general fund and professional development was paid out of general fund and Title II A funding. General Fund and Title 1 support qualifying students academically with Tier 1, Tier 2 and Tier 3 interventions and strategies. PTO group is very supportive of teaching staff. Local foundations provide individual grants to teachers for classrooms.

5 High-Quality and Ongoing Professional Development-

This was paid out of general fund and professional development was paid out of general fund and Title II A funding. The Leader in Me grant funding supports training for TLIM. St Clair RESA provides consultants and training opportunities.

6 Strategies to Increase Parental Involvement-

This was paid out of general fund and professional development was paid out of general fund and Title 1. PTO also provides family opportunities and events. The local foundations also provide many services that benefit our families.

7 Preschool Transition Strategies-

GSRP program supports preschool programs as well as special education funds and general funds for ECSE. GSRP/Head Start provides funding for parent training for all preschool students and preschool programs for qualifying families.

8 Teacher Participation in Making Assessment Decisions-

The data review days for staff was paid out of general fund, Title 1 and supported by St Clair RESA. Professional development was paid out of general fund and Title II A.

9 Timely and additional Assistance to Students Having Difficulty Mastering the Standards-

This was paid out of general fund and professional development was paid out of general fund and Title II A funding. General Fund and Title 1 support all students academically with Tier 1, Tier 2 and Tier 3 interventions and strategies. Local foundations, IDEA, PTO, Health/Dental/Vision services and Nutrition programs all work together to support student needs and remove barriers to ensure success.

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

All the above illustrate the way our various resources work together to provide support of our school wide program.

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.

The Leader in Me program works to build individual responsibility.

Our Free and Reduced lunch program, summer feeding programs and Friday backpack program provide nutrition support for families in need.

The HEAD Start and GSRP programs are available for our families to provide pre-school programming for local families to get the students ready for kindergarten.

Evaluation:

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

The school evaluates the implementation of the school-wide program in several ways. We collect documentation from the staff as components of the plan are addressed, the administration regularly walks through the building to observe activities as they are being executed, the Title 1 teacher monitors fidelity of the implementation of services and collects documentation weekly, and agendas and sign in sheets are used and collected for meetings and events. In addition, we have a school Lighthouse Team that consists of administration, staff, and parents as appropriate. This team meets monthly to review initiatives and plans for future events.

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.

DIBELS, DRA, behavior, grade level common assessment data, as well as perception, process and demographic data. Data is continually collected and analyzed, looking for common threads and areas for improvements as well as documenting strengths. The whole collection of data is used to write our goals and objectives and decide which research-based activities and strategies best suit the needs of our students. We have team meetings on-going throughout the year to re-evaluate needs based on the current data. This is a continuous on-going process.

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.

We will continue to monitor and track data of our lowest achieving students to see if the interventions put in place are helping to close the gap for these students. We will have grade level meetings and keep interventions flexible throughout the year. When an intervention is not helping to move the child forward, a team will dig deeper in order to change the intervention. Interventions are always driven by data and flexible in grouping in order to meet individual needs.

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?

Evaluation of the plan is on-going throughout the year. The current plan in place is the focus of our intervention and professional development. As the new year's data becomes available, we will evaluate it in comparison to the previous year to see if the interventions put in place were successful. If they appear not to be then we will dig deeper to discover why. In the spring of every year, we will formally re-evaluate using all the current data to plan for the upcoming year. Millside Elementary will pay close attention to our subgroups, especially the economically disadvantaged which are currently performing very well. Changes and interventions will be implemented based on all the data sources.

Millside SIP Goals 2016-17

Overview

Plan Name

Millside SIP Goals 2016-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient in reading across content areas.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3000
2	All students will become proficient in writing across content areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
3	All students will become proficient in the areas of science and social studies through the use of grade level expository texts.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
4	All students will become proficient in mathematics across content areas.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$400
5	All staff and students will actively embrace and employ a researched based positive culture of leadership and learning while providing multiple opportunities for parents to participate within the school.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$8000

Goal 1: All students will become proficient in reading across content areas.

Measurable Objective 1:

80% of Pre-K, Kindergarten and First grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency DIBELS Nonsense Word Reading Fluency (NWF) in Reading by 06/15/2017 as measured by the Correct Letter Sounds in kindergarten and Whole Words Read in 1st grade..

Strategy 1:

Fluency Instruction - Identified students will receive small group instruction in grade-level appropriate intervention programs which may include Road to the Code, SRA Phonemic Awareness, Sound Partners, timed word drills, or other strategies from the CORE reading program or Florida Center for Reading Research and DIBELS progress monitoring.

Category:

Research Cited: Florida Center for Reading Research

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will be pulled at least once a month to receive progress monitoring for reading fluency using DIBELS progress monitoring assessments.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$1000	Title I Part A	Paraprofessionals, classroom teachers and Title 1 teachers

Strategy 2:

Fluency Instruction-All Students - All teachers will include phonics instruction in their daily literacy block. This will be done by using the core reading program with fidelity.

Category:

Research Cited: Fuchs, L.S. Deno, S,L, & Mirkin, PK (1984) Effects of frequent curriculum based measurement on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 21(2), 449-450

Tier: Tier 1

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

Millside Elementary School

Fluency Strategy Training. Teachers will be trained in word or sound drill reading strategies to support core program instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Title 1 staff and administrator
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Strategy 3:

Fluency Instruction-Intensive - : Identified students will receive support from the Special Education teacher, Title 1 teacher, or paraprofessionals, using Road to the Code, SRA Phonemic Awareness, Sound Partners, timed word drills, or other strategies from the CORE reading program or Florida Center for Reading Research and DIBELS progress monitoring, with an additional 30 minutes of time added to the strategic interventions.

Category:

Research Cited: US Department of Education NCEE 2009-4045 Report from What works Clearinghouse, Assisting Students Struggling with Reading: Response to Intervention (RtI) and multi-tier interventions for reading in primary grades. (February 2009)

Tier: Tier 3

Activity - 1 to 1 instruction, small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Identified students will meet daily with a special education teacher, Title 1 teacher, or paraprofessional, who will provide intensive, systematic instruction, for an average of 30 additional minutes above that for the strategic category that promotes the development of reading proficiency. Instruction will be based on individual assessment results.	Direct Instruction	Tier 3	Implement	09/06/2016	06/16/2017	\$2000	Title I Part A	Title 1 staff and paraprofessionals

Goal 2: All students will become proficient in writing across content areas.

Measurable Objective 1:

80% of Pre-K, Kindergarten and First grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing for different purposes including expository and narrative writing in Writing by 06/15/2017 as measured by the MAISA/Write Well writing rubrics..

Strategy 1:

Writing Techniques - General education, special education and special teachers will model writing techniques and incorporate these writing techniques into all content areas.

Category: Early Learning

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Professional development: incorporating science discovery tables in the classrooms. All students will be scheduled for a STEM class on a weekly basis.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Title I Part A	RESA science consultant, general education teachers and STEM teacher

Goal 3: All students will become proficient in the areas of science and social studies through the use of grade level expository texts.

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency in social studies for their grade level in Social Studies by 06/30/2017 as measured by the district social studies curriculum economic standard.

(shared) Strategy 1:

Explicit Vocabulary Instruction - Teachers will use common vocabulary when modeling and writing with students to increase their comprehension of expository text.

Category:

Research Cited: Klingner, JK, & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English Acquisition through collaborative strategic reading (CSR). *The Reading Teacher*, 52(7), 738-747.

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on Building vocabulary-Explicit Instruction by Anita Archer	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	General education Teacher

Measurable Objective 2:

80% of Kindergarten and First grade students will demonstrate a proficiency for their grade level in Science by 06/30/2017 as measured by district curriculum physical science grade level post tests.

(shared) Strategy 1:

Explicit Vocabulary Instruction - Teachers will use common vocabulary when modeling and writing with students to increase their comprehension of expository text.

Category:

Research Cited: Klingner, JK, & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English Acquisition through collaborative strategic reading

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(CSR). The Reading Teacher, 52(7), 738-747.

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on Building vocabulary-Explicit Instruction by Anita Archer	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	General education Teacher

Goal 4: All students will become proficient in mathematics across content areas.

Measurable Objective 1:

75% of Pre-K, Kindergarten and First grade students will demonstrate a proficiency for grade level math concepts in Mathematics by 06/17/2016 as measured by end of the year DIBELS math early release assessment..

Strategy 1:

Mathematical Practices - Teachers will implement mathematical practices with students daily, during delivery of our core math program in order to increase students' mathematical understanding.

Category:

Research Cited: Gersten, R, Beckman, S, Clarke, B, Foegen, A, Star, JR & Witzel, B.(2009). Assisting students struggling with mathematics: Response to Intervention(Rtl) for elementary and middle school (NCEE 2009-4060). Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education.

Tier: Tier 1

Activity - Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in using the eight mathematical practices in order to effectively teach to the needs of all students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	RESA math consultant

Strategy 2:

Small Group Instruction - Identified students will be provided targeted, interventions on specific skills in order to increase students' mastery of math concepts.

Category:

Research Cited: Assisting Students struggling with mathematics: Rtl for elementary and middle schools (NCEE 2009-4060).

Tier: Tier 2

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff will identify students through the use of assessment and teacher recommendation and provide small group instruction. Identified students will receive individualized instruction through www.mobymax for use at home and at school.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$400	Title I Part A	Title 1 staff and paraprofessionals

Goal 5: All staff and students will actively embrace and employ a researched based positive culture of leadership and learning while providing multiple opportunities for parents to participate within the school.

Measurable Objective 1:

collaborate to provide a positive change of culture in learning by 06/17/2016 as measured by improved student behavior, recognized leadership opportunities and more time on task..

Strategy 1:

Leader In Me - We will implement Stephan Covey's Leader in Me process throughout the school

Category:

Research Cited: Stephen Covey: the 7 habits of Highly Effective People.

Tier: Tier 1

Activity - The Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching will be providing throughout the year, as well as materials to implement and on going professional development	Other - coaching	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$8000	Title I Part A	All staff

Measurable Objective 2:

collaborate to provide more opportunities for parents to participate and we will communicate that information in a clear and timely fashion. by 06/30/2017 as measured by parent surveys.

Strategy 1:

Parent Communication - All classrooms will provide volunteer opportunities at multiple times throughout the year, including ways for parents to be involved who work during the school day.

Category: School Culture

Research Cited: Sanders, M. G., & Harvey, A. (2000). Developing comprehensive programs of school, family, and community partnerships: The community perspective.

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Paper presented at the Meeting of the American Educational Research Association, New Orleans, LA.

Tier: Tier 1

Activity - Parent Brochures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will create grade level brochures detailing important information for parents to know, ways to contact the school and opportunities to volunteer.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	Grade Level Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practices	All staff will be trained in using the eight mathematical practices in order to effectively teach to the needs of all students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	RESA math consultant
Vocabulary Instruction	Professional Development on Building vocabulary-Explicit Instruction by Anita Archer	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General education Teacher
Professional Development	Fluency Strategy Training. Teachers will be trained in word or sound drill reading strategies to support core program instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title 1 staff and administrator
Parent Brochures	Grade level teachers will create grade level brochures detailing important information for parents to know, ways to contact the school and opportunities to volunteer.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Grade Level Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	: Professional development: incorporating science discovery tables in the classrooms. All students will be scheduled for a STEM class on a weekly basis.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$500	RESA science consultant, general education teachers and STEM teacher
The Leader in Me	Coaching will be providing throughout the year, as well as materials to implement and on going professional development	Other - coaching	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$8000	All staff

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Progress Monitoring	Identified at-risk students will be pulled at least once a month to receive progress monitoring for reading fluency using DIBELS progress monitoring assessments.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$1000	Paraprofessionals, classroom teachers and Title 1 teachers
Small Group Instruction	Title 1 staff will identify students through the use of assessment and teacher recommendation and provide small group instruction. Identified students will receive individualized instruction through www.mobymax for use at home and at school.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$400	Title 1 staff and paraprofessionals
1 to 1 instruction, small group	: Identified students will meet daily with a special education teacher, Title 1 teacher, or paraprofessional, who will provide intensive, systematic instruction, for an average of 30 additional minutes above that for the strategic category that promotes the development of reading proficiency. Instruction will be based on individual assessment results.	Direct Instruction	Tier 3	Implement	09/06/2016	06/16/2017	\$2000	Title 1 staff and paraprofessionals