



School Improvement Plan

Ida Elementary School

Ida Public 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.

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Improvement Plan Assurance

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Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in ASSIST	

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Title I Targeted Assistance Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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).

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Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Universal screening takes place 3 times a year with all students in our elementary. This is done with Star Reading and NWEA math and reading. Behavior, attendance records, and classroom work when applicable are also reviewed. Students who score below the "At Risk" cut off are then provided with Title 1 services in their areas of need. These students are progress monitored every four weeks to see if they've achieved their targeted skills. If they have, they are exited from the program.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

We use NWEA online assessments for math and reading along with classwork. M-STEP is reviewed for math, ELA, science and social studies. Students who are failing in science and social studies are also determined by teacher grades and classroom work.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used were a failing grade in any subject and any student who scored below the "At Risk" cut off on the standardized assessments. At Ida we determine this to be the bottom 10%. We also looked at students who had more than 5 absences and/or 5 disciplinary issues to see if this was impacting their education. Teacher comments and feedback are also reviewed.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

We use the NWEA online assessments, Star Early Literacy test, DIBELS, Brigance, and teacher made check lists of skills which are reviewed for our Young 5's-kindergarten students. NWEA and STAR Reading are used for first and second grade students along with teacher judgement and input.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

We have a Title 1 teacher that services all students K-4, who qualify. This is a targeted assistance pull out program in addition to what the student is learning in the classroom. It is supplemental to what the students learn in the class and does not supplant their classroom learning.

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Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for eligible students is part of our existing school improvement plan because one of our objectives is to reduce the number of students that receive extra services. Another one of our goals is to increase student achievement, and this program helps in this area as it allows us to better meet student needs by working in small group or one on one settings.

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Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Our strategies for improving the ELA and math programs school wide are part of our School Improvement Plan. The Title 1 teacher is part of this planning process and implements the same strategies and more; helping the eligible students reach the state's standards by better meeting their needs. They also use small group instruction, IXL online math supplements, Star Fall, Lexia, and Moby Max on line for ELA and math, multi-sensory hands on activities, and reteaching strategies to ensure students needs are met.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The quality of instruction includes implementing a math program that is written for the common core, and has lots of visual and hands on manipulatives involved in the teaching of math objectives. The ELA has videos, conferences, and book studies so teachers can understand the new best practices. Soar to Success and Zoo Phonics are also used. The quantity of instruction always depends on the student need; understanding that with those students on the lowest realm of need receiving the most service. Programs that are researched based include Lexia, IXL Math, Star Fall, Moby Max, NWEA, DIBELS, and Star assessments to name a few.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Students receive various amounts of service depending on need. Students receive more intense instruction if the need is still there. They are not pulled out of core classes for these extended interventions.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Tier 1 activities are done in the regular class with all who need them so no pull out is necessary at this point. The Home Language Survey initially identifies our ESL students who are serviced in the classroom or tutored after school. Our Title 1 students who are receiving pull out support are pulled from their class during a non-core instruction time, this ensures the instruction they are receiving is in addition to their core content area instruction.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Weekly meetings are held with the Title 1 teacher and any appropriate regular education staff to review data and student progress. There is also coordination of lesson plans and mutually developed goals for our students. Students with Limited English Proficiency receive support within their classroom or are tutored after school which allows for continual coordination with their classroom teacher.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Parents are invited to join the school PTA and are given periodic flyers concerning school events in which they may also partake when their children are part of our preschool programs. We offer Safety City the summer before Kindergarten, several open houses they can attend, individual tours, along with book fairs, Ida website and PTA Facebook page, along with other PTA sponsored events that they may attend. They will also have a family fun night in May which they can also attend. At our Kindergarten Round-Up students are able to see the classrooms, participate in an activity in the library, along with meet some of the support staff they may see in the fall.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	We have no aides for our Title 1 program.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Records are on file at the district level	

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Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

In the past few years, we have had PD on differentiated instruction, data analysis, using technology in the curriculum, implementing the new science program, The Thoughtful Classroom evaluation tool, learning targets, restorative justice, essential literacy practices, and developing and teaching essential vocabulary strategies. The Title 1 teacher goes to all of the same PD as the regular education teachers so they can collaborate and it is applicable to the content areas taught. Additional PD is provided if needed or teachers are always able to attend local workshops and conferences if the subject is of interest.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We have a monthly newsletter with parent information on such things as reading strategies, math strategies, and good study habits. We have parent nights that highlight reading or science activities that you could do with your child. Take home Tuesdays allow the students to take home appropriate leveled materials to complete with a parent that include fun learning activities at their level of need that parents can do with their child. We also have online programs such as Lexia and Moby Max that the students can access at home for further instruction and practice.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Completed in the summer months	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

A parent survey and oral questions about parent involvement activities is done on at least a yearly basis. We have ongoing parent meetings, book fairs, a parent volunteer program, PTA activities, and a field day where many parents are actively involved or encouraged to become involved. Suggestions to improve our program are always welcome.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

There is an annual parent meeting where the entire program is reviewed. Parents are welcome to suggest any changes at this time and any time throughout the school year at conferences or individual parent meetings. Parents can also come in at any time and frequently stop by in the morning or after school.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	The parents were once again invited to a Title 1 meeting where the evaluation of the program was discussed and reviewed. All input is welcomed and always strongly encouraged. There is a sample agenda attached.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

A parent survey and oral questions about parent involvement activities is done on at least a yearly basis. We have ongoing parent meetings, book fairs, a parent volunteer program, PTA activities, and a field day where many parents are actively involved or encouraged to become involved.

5. Describe how the parent involvement activities are evaluated.

A parent survey is done and we also monitor programs by the attendance of the parents there to compare yearly and to other programs to see which ones are the most successful. We also gladly take feedback from parents and are willing to try new activities that are suggested to involve as many parents as possible.

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

First of all, the school-parent compact is discussed yearly at our annual parent meeting. It lists all of the expectations for parents, for the student, and the teachers. We require signatures from all parties involved including the student. This is constantly revisited for any updated

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revisions needed.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

We have very few ELL students. If needed we have the option to run reports in Spanish. We also have a world language teacher available from our high school for interpretation or can use Google Translate on an as needed basis. For families who speak English, the Title 1 teacher can verbally explain assessment results at any time. We also send all assessment results home to parents with an explanation of the results and the Curriculum Coordinator is available for questions at any time.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

At parent-teacher conferences the parent compact is reviewed with the parents to make sure they understand the document. It is also reviewed with the students so they know their expectations.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Local programs are carried out for all students. All students receiving extra assistance with a state or federal program are put into a data base sheet with the services provided. Each student in a state and federal program is also reviewed so there is not a duplication of services. The teachers in these programs work closely together to insure proper programming. For example, our 31a At Risk teacher focuses on math enrichment while our Title 1 teacher has more of a reading focus.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

First of all, we are a small school and don't receive much money for state or federal programs. Our federal programs are run in the elementary with nutrition programs being K-12. The Head Start and GSRP (Great Start Readiness Program) programs feed into our kindergarten program. At this time we do not run our own preschool program. We also do not have an adult education program and the vocational and technical education is provided by our high school or the local ISD. We receive such a small amount of Federal Title money that even one teacher has to be supplemented with general education funds to complete the salary. The state At Risk program is run mostly in our middle school and is used for after school tutoring. Therefore, we do not have a duplication of services.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Universal screening is done three times a year for all students including eligible students. They are also progress monitored every four weeks to monitor improvement. This information is sent home on a progress report four times a year. Those meeting the objectives they now acquired are progress monitored in the regular class without supplement services and are supported with Tier 1 interventions. They can re-enter the program at any time when the data shows that a need arise or a classroom teacher provides evidence of additional support needed.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Students can flow into and out of the supplemental services they receive depending on the data from the universal screenings, standardized assessments, classroom performance, and progress monitoring that takes place monthly. Program placement and objectives are constantly revised to meet the low areas indicated on the assessment.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been trained to identify students who need additional assistance and how to implement student achievement standards through PD in differentiated instruction, researched best practices, understanding and interpreting data, integrating the newest technology into the curriculum and student staffing meetings. These PD offerings vary some each year and are constantly updated to support our teachers.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We chart the number of students served in the various core areas at each grade level and the number of students that have exited the program and are successful without supplemental services. We also compare standardized assessment scores of those students involved with those students who are not in the program. This data is collected yearly and compared at the end of the school year.

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

We develop data sheets with the state's annual assessments and other academic achievement indicators in September and May. They are also updated throughout the year with local assessment data. Progress or lack there of is used to evaluate the program compared to past data. Those in the bottom 10% are red flagged and discussed at data meetings to see if additional services are needed.

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

We always start by looking at the lowest 10% of student scores on any given assessment. We offer a continuum of support to students needing targeted assistance, and students with the largest achievement gaps receive the most support. When that is topped out with the supplemental hours available, a special education referral is made to determine if there is a more appropriate placement. We also monitor the success rate of the program by reviewing the total number of students served and the total number of students who have graduated from the program. This data is compared to data from previous school years.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

New academic goals and objectives are made for students on a continual basis based on student performance. Additionally, new curriculum or teaching methods are considered yearly and if needed a teacher change is implemented depending on what the data may show. This is revised on an as needed basis to improve the program.

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Overview

Plan Name

Ida Elementary School Plan 2020-2021

Plan Description

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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 improve their math skills.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$57661
2	All students will improve their English/Language Arts skills.	Objectives: 1 Strategies: 7 Activities: 27	Academic	\$5408
3	All students will improve their science knowledge.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$900
4	Improve the School Culture	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$11020
5	All students will improve their social studies knowledge.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$1800

Goal 1: All students will improve their math skills.

Measurable Objective 1:

A 1% increase of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency by increased NWEA in Mathematics by 06/26/2020 as measured by RIT level math scores.

Strategy 1:

Math Workshops - Up to four math teachers will attend a math conference to learn the best strategies to focus on areas of need with our students (especially fractions and geometry).

Category: Mathematics

Research Cited: What Works Clearing House, EnVision Math

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=618>

Tier: Tier 1

Activity - Plan - Math Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 Teachers will attend a math workshop PD virtually or in person to boost math problem solving, and an emphasis on fraction and geometry teaching strategies. Our data shows that these are low areas for our school. 4 days of subs = \$100/sub = \$400, approximate conference cost \$150 per teacher = \$600 total approximate cost = \$1000	Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1000	Title II Part A	Administrators and school improvement team
Activity - Implement - Math Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategies learned at the PD they attended.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and School Improvement Team
Activity - Monitor - Math workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor how well the new strategies are working and adjust their teaching and curriculum as needed to ensure student understanding of the math concepts; especially fractions and geometry.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and School Improvement Team

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Activity - Evaluate - Math Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate new strategies and compare the pre and post test results along with the NWEA standardized assessment results throughout the year.	Academic Support Program, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and School Improvement Team

Strategy 2:

Title 1 Specialist - This teacher will work with the students that are identified through universal assessments to be performing in the bottom 10% of their grade. They will receive supplemental math strategy work.

Category: Mathematics

Tier: Tier 2

Activity - Implement - Title 1 Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 teacher will provide supplemental instruction to K-4 students who are identified as performing in the bottom 10% through universal and benchmark assessments.	Academic Support Program	Tier 2	Implement	07/01/2020	06/25/2021	\$56661	Title I Part A	Superintendent and Bert Wagner, Principal

Activity - Monitor - Title 1 Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring is done at least monthly to determine if the students receiving the extra support still need the same level of instruction or need to move levels.	Academic Support Program	Tier 2	Monitor	07/01/2020	06/25/2021	\$0	Title I Part A	Administrators and Title 1 Specialist

Activity - Evaluate - Title 1 Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA and common assessments scores will be compared from fall to spring for growth and to analyze the effectiveness of this strategy.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators, Title 1 Specialist, SIP Team

Strategy 3:

Big Ideas Math Implementation - Teachers will attend virtual and/or in person professional development and coaching sessions from Big Ideas math coach to help with implementation of the new program.

Category: Mathematics

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Tier: Tier 1

Activity - Plan - Big Ideas Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend in person and/or virtual Big Ideas training and coaching to help with implementation of the new math program throughout the school year.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	No Funding Required	Teachers, Administration
Activity - Implement - Big Ideas Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend coaching sessions and collaborate in grade level teams and/or with a math consultant to enhance implementation.	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Teachers, Administration
Activity - Monitor - Big Ideas Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will monitor progress made with the Big Ideas implementation throughout the school year.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Teachers, Administration
Activity - Evaluate - Big Ideas Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and curriculum coordinator will evaluate the effectiveness and implementation of Big Ideas math pilot to decide on the program to adopt for the next school year.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Teachers, administrators, curriculum coordinator

Goal 2: All students will improve their English/Language Arts skills.

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Measurable Objective 1:

A 1% increase of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in informational text in English Language Arts by 06/26/2020 as measured by increased scores on the NWEA and Star Reading Assessments.

Strategy 1:

Kdg. Conference - We will send 2 teachers to a kindergarten conference in December 2020 to learn the latest ELA informational reading strategies.

Category: English/Language Arts

Research Cited: Improving Reading in Kindergarten through 3rd grade - Institute of Education Sciences (What Works Clearinghouse)

Tier: Tier 1

Activity - Plan - MI Kdg. Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 teachers will attend the MI kdg. conference to learn the latest ELA strategies for information reading. Sub cost 2 at \$100/day for 2 days = \$400, approximate cost of conference \$415 per teacher = \$830, approximate total = \$1230	Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1230	Title II Part A	Sarah Ash, Curriculum Coordinator and Bert Wagner, Principal
Activity - Implement - MI Kdg. Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Kindergarten or Young 5's teachers will attend a Kdg. conference for 2 days. They will bring back strategies learned, share with the other kindergarten teachers and begin implementation in their class.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and 2 kindergarten teachers
Activity - Monitor - MI Kdg. Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document strategies learned while at the conference and apply in the classroom. They will check off the strategies used in the classroom and monitor effectiveness by post test results.	Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and kindergarten teachers
Activity - Evaluate - MI Kdg. Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The strategies learned will be evaluated by the pre and post classroom tests and the Star Early Literacy Assessment.	Policy and Process	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators, kindergarten teachers, and School Improvement Team
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Strategy 2:

Using Data to Inform Instruction - Teachers will learn to use data to help make instructional decisions.

Category: English/Language Arts

Research Cited: Teachers' Ability to Use Data to Inform Instruction:

U.S. Department of Education, Office of Planning, Evaluation and Policy Development

Prepared by: Barbara Means, Eva Chen, Angela DeBarger, Christine Padilla, SRI International 2011

Tier: Tier 1

Activity - Plan - Using Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have an opportunity to attend PD to help understand how data can inform instruction., 7 rotating subs, \$100/sub total = \$700	Technology , Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$700	Title II Part A	Administration, classroom teachers

Activity - Implement - Using Data to inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have an opportunity to attend workshops to learn how to use data to make great instructional decisions and implement the strategies learned.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers

Activity - Monitor - Using Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the title and at risk teachers once assessments are given to develop strategies and monitor student progress.	Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers

Activity - Evaluate - Using data to inform instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Increased NWEA and Star scores	Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
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Strategy 3:

Increased Technology Use - Teachers will learn how to use new technology tools to help increase academics. This includes the smart board, ipad, software programs and websites.

Category: Technology

Research Cited: Effects of Technology on Classrooms and Students:

<http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Tier: Tier 1

Activity - Plan - Increased Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Up to 2 teachers will attend workshops on how to use hand held devices, websites, Google, software, and smart boards to implement new academic teaching strategies in their class. \$100/sub = \$400, \$250/conference - \$500 + sub = \$900	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$900	Title II Part A	Administrators and classroom teachers
Activity - Implement - Increased Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Up to two teachers will be able to attend and implement workshop strategies with hand held devices, smart boards, websites and other technology to increase academic learning.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
Activity - Monitor - Increased Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will fill out the strategic planning technology integration form to show technology implementation.	Technology, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
Activity - Evaluate - Increased Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategic Planning Technology Integration Sheet responses will be compared to previous years. MITECS sheets for understanding will be completed.	Technology, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers

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Strategy 4:

MKEO/KRA PD - MKEO/KRA PD - Special needs and kindergarten teachers will attend a virtual half day refresher training from our local ISD to refresh how to administer the MKEO in August of 2020. New teachers will attend a two day course to learn how to administer the MKEO in August of 2020. The ISD will provide a stipend.

Category: English/Language Arts

Research Cited: https://www.michigan.gov/documents/mde/3rd_Grade_Reading_Law_FAQ-June_2017_573055_7.pdf

Tier: Tier 1

Activity - Plan - MKEO PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special needs and kindergarten teachers will attend a virtual half day refresher training at our local ISD to refresh how to administer the MKEO in August 2020. New teachers will attend a two day training in August at the ISD to learn how to administer the assessment. The ISD will provide a stipend.	Technology , Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$500	Other	Kindergarten teachers, administration, ISD staff
Activity - Implement - MKEO PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a plan to implement these observations after attending the webinar to implement in this assessment with their students to help them identify students who have needs and monitor their progress.	Academic Support Program, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Kindergarten teachers and teachers administering the MKEO
Activity - Monitor -MKEO PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor through classroom observations to see if the observation strategies learned are being used. Data gathered will also be assessed.	Academic Support Program, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and Curriculum Coordinator
Activity - Evaluate - MKEO PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Standardized ELA kindergarten assessment scores will be compared yearly to determine effectiveness.	Academic Support Program, Professional Learning, Curriculum Development	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators, Curriculum Director, and SIP Team
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Strategy 5:

Literacy Coach - Literacy Coaches, reading specialists, and teachers will participate in professional development deepening their understanding of the Early Literacy Essential Instructional Practices. The MCISD Early Literacy Coach will collaborate with a network of teachers and literacy coaches from across the county in a series of activities all based around the MAISA's "K-3 Essential Instructional Practices in Early Literacy."

Category: English/Language Arts

Research Cited: <http://www.gomaisa.org/sites/default/files/K-3%20Literacy%20Essentials%203.2016.pdf#overlay-context=general-education-leadership-network>

Tier: Tier 1

Activity - Plan - Literacy Coach Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCISD Early Literacy Coach Models, Co-Teaches or Observes teachers, interventionist, literacy coach and building leader as needed. Debriefing time about their observations as they relate to the Essential Practices will be provided. The focus will be on 3rd and 4th grade this year. 4 subs/\$100 day = \$400	Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$400	Title II Part A	Administrators, early literacy coach, and SIP team

Activity - Implement - Literacy Coach Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies learned with examples they observed with the coaching model.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, administrators, and school improvement team

Activity - Monitor - Literacy Coach Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The modeling will continue throughout the school year and be adjusted to needs that arise. Teachers will meet and collaborate with the coach to continue building their own skills, and support each other facilitated by the MCISD Early Literacy coach.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, school improvement team, building administrator
Activity - Evaluate - Literacy Coach Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program will be evaluated at the end of the year to ensure successful implementation of effective early literacy skills and improved student outcome with reading skills.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and school improvement team

Strategy 6:

Writing Strategies - AS - ELA - 2 Teachers will be able to sign up for a virtual or in person BER writing conference for best practices and implementation of state standards. 2 teachers \$239/conf, = 478 \$100/sub \$200, = \$678

Category: English/Language Arts

Research Cited: <https://www.ber.org/>

Tier: Tier 1

Activity - Plan - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AS - ELA - 2 Teachers will be able to sign up for a virtual or in person BER writing conference for best practices and implementation of state standards. 2 teachers \$239/conf, = 478 \$100/sub \$200, = \$678	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$678	Title II Part A	Classroom teachers
Activity - Implement - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After conference attendance the teachers will begin implementation in their classrooms with the new writing strategies.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers
Activity - Monitor - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The new writing strategies will be observed for implementation by administration walk throughs.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and/or curriculum coordinator
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Activity - Evaluate - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new writing strategies will be evaluated for success by increased standardized assessment scores.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators

Strategy 7:

3rd Grade Reading Law - Young 5's-3rd grade teachers will collaborate with the ISD Reading Specialist and/or Curriculum Coordinator when creating or editing mandatory Individualized Reading Improvement Plans and Third Grade Reading Law Components

Category: English/Language Arts

Tier: Tier 1

Activity - Plan-3rd Grade Reading Law	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Young 5's-3rd grade teachers will plan to collaborate as a grade level with ISD Literacy Coach and/or Curriculum Coordinator when analyzing data to determine student needs for IRIPs and 3rd Grade Reading Law components.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, administrators, ISD Early Literacy Coach

Activity - Implement-3rd Grade Reading Law	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Young 5's-3rd grade teachers will collaborate and develop required 3rd Grade Reading Law components for students who have a reading deficiency as determined by the initial and extensive assessments. 5 subs at \$100/day = \$500 twice during the school year for a total of \$1,000	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$1000	General Fund	Classroom teachers, building principal, Curriculum Coordinator, ISD Literacy Coach

Activity - Monitor-3rd Grade Reading Law	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Young 5's-3rd grade teachers along with Curriculum Coordinator will monitor 3rd Grade Reading Law components (IRIPs, portfolios, etc.) to ensure they have been completed and are up to date for students who demonstrate a reading deficiency.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Curriculum Coordinator, Classroom teachers, and building principal
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Goal 3: All students will improve their science knowledge.

Measurable Objective 1:

5% of All Students will increase student growth of knowledge in Science by 06/26/2020 as measured by pre and post student assessment data.

Strategy 1:

Science PD - 3 teachers will attend the MSTA or MESTA conference to understand new strategies for implementing project based and inquiry best practices in science.

\$200/conference, \$100/sub, = \$900

Category: Science

Research Cited: <https://www.nextgenscience.org/three-dimensions>

Tier: Tier 1

Activity - Plan - Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 teachers will attend the MSTA or MESTA conference virtually or in person to understand new strategies for implementing project based and inquiry best practices in science. \$200/conference, \$100/sub, = \$900	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$900	Title II Part A	Administrators and teaching staff
Activity - Implement - Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the project based engineering design ideas into their classroom science lessons.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
Activity - Monitor - Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administrators will monitor the use and implementation of engineering design practices through lesson plans and walkthroughs.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
Activity - Evaluate - Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yearly standardized assessment scores will be compared to look for growth.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators

Goal 4: Improve the School Culture

Measurable Objective 1:

A 90% increase of All Students will demonstrate a behavior to show reduced bullying, improved school safety and parent engagement in Practical Living by 06/26/2020 as measured by reduced behavioral incidences from the previous year, increased parent engagement activities, and increased counseling services provided to students by our Student Service Provider as documented with yearly comparisons.

Strategy 1:

Student Service Provider - Additional Time - The school student service provider will have increased time to promote community involvement, parent engagement, implement bully prevention practices and improve school safety.

Category: School Culture

Research Cited: <http://www.sswaa.org/?page=264>

Tier: Tier 1

Activity - Plan - SSP - Additional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary school student service provider had increased time to promote community involvement, provide counseling services, add parent engagement, implement bully prevention and improve school safety.	Behavioral Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$10000	Title IV Part A	Superintendent, building principal, and Student Service Provider
Activity - Implement - SSP - Additional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The full time program will have continued implementation starting in the Fall for 2020.	Behavioral Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators, building principal, and Student Service Provider
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Activity - Monitor - SSP - Additional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will be monitored throughout the year to ensure effective use of the full time student service provider.	Behavioral Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Building Principal

Activity - Evaluate - SSP - Additional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will be evaluated at the end of the year to compare the number of students serviced, and services provided compared to previous years.	Behavioral Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Building principal and Student Service Provider

Strategy 2:

Improve Behavior - Teachers will attend a virtual PD to learn new strategies to work with difficult students so better academic learning can take place in the classroom.

Category: Learning Support Systems

Research Cited: Association for Positive Behavior Support: http://www.apbs.org/new_apbs/researchintor.aspx

Tier: Tier 1

Activity - Plan-Improve Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 staff members will attend a virtual or in person PD to learn effective behavior strategies so this will not interfere with learning. \$240 conference, \$100 day sub, total \$1020	Technology , Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1020	Title II Part A	Classroom teachers, administrators

Activity - Implement-Improve Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend the PD and learn the new behavior strategies. They will develop a plan on which strategies will be used in the classroom.	Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, administrators as applicable
Activity - Monitor-Improve Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the new strategies and this will be charted out for teachers to see if they are making a difference.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and classroom teachers
Activity - Evaluate-Improve Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers involved with using and monitoring the new strategies will report out at a staff meeting noting which ones are being effective in reducing behavior issues so students can focus more on academics. A decision will be made at the end of the year if these strategies should be implemented school wide.	Behavioral Support Program, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, building principal, school improvement team

Goal 5: All students will improve their social studies knowledge.

Measurable Objective 1:

10% of All Students will increase student growth of knowledge in Social Studies by 06/12/2020 as measured by pre and post student assessment data and classroom assessments.

Strategy 1:

Social Studies PD - Teachers will learn about the new social studies standards and how they will implement them in collaboration with an ISD consultant or district Curriculum Coordinator on an as needed basis.

Category: Social Studies

Research Cited: https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510-339831--,00.html

Tier: Tier 1

Activity - Plan - Social Studies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn about the new social studies standards and how they will implement them in collaboration with a local ISD consultant or district Curriculum Coordinator on an as needed basis. 5 subs for 1 day = \$500.	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$500	Title II Part A	Administrators and Classroom Teachers
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Activity - Implement - Social Studies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategies and resources to effectively teach the new content standards.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators, Classroom Teachers, and Curriculum Coordinator

Activity - Monitor - Social Studies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the implementation of the new social studies standards with effective lessons through walkthroughs.	Academic Support Program, Professional Learning, Walkthrough	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Building principal and Curriculum Coordinator

Activity - Evaluate - Social Studies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will take place by comparing pre and post social studies tests per grade level.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Building principal and Curriculum Coordinator

Strategy 2:

Grade Level Alignment - Grade level teachers will meet with a local consultant or district Curriculum Coordinator to understand how to effectively teach and align the new standards for their grade level.

Category: Social Studies

Research Cited: https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510-339831--,00.html

Tier: Tier 1

Activity - Plan - SS Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kindergarten-4th grade groups will have an opportunity to meet for 1/2 day with a local consultant or Curriculum Coordinator to review and understand the new social studies curriculum and alignment. K/1, 1 day, 5 subs, 2/3/4 1 day 4 subs = \$1300	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1300	Title II Part A	Building principal, Curriculum Coordinator, Classroom Teachers
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Activity - Implement - SS Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After meeting with a consultant, the teachers will implement the strategies and curriculum to effectively teach the new content standards.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Building Principal, Classroom Teachers, and Curriculum Coordinator

Activity - Monitor - SS Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor correct and effective teaching of the new Michigan Social Studies standards and ensure alignment is remaining in place across the grade level as well as vertically.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Administrators and Curriculum Coordinator

Activity - Evaluate - SS Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will occur at the end of year when pre and post test results are compared.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Admin

Strategy 3:

Career Exposure - Students will be exposed to various careers through field trips, professional guests, and Discovery Education.

Category: Career and College Ready

Tier: Tier 1

Activity - Plan-Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Various career exposure opportunities will be planned for students throughout all grade levels throughout the school year.	Career Preparation /Orientation , Teacher Collaborati on, Parent Involvement, Field Trip, Community Engagem ent	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, building principal, school improveme nt team
Activity - Implement-Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students will be exposed to various careers through multiple experiences such as field trips, professional guests, Discovery Education, and National Geographic.	Parent Involvement, Curriculum Developme nt, Field Trip, Community Engagem ent	Tier 1	Implement	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, building principal, school improveme nt team
Activity - Monitor-Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Career exposure experiences will be monitored throughout the year to ensure all students are exposed to various careers through field trips, professional guests, Discovery Education, and National Geographic.	Parent Involvement, Curriculum Developme nt, Field Trip, Community Engagem ent	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, building principal, school improveme nt team
Activity - Evaluate-Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Various career exposures will be evaluated at the end of the year to ensure students had multiple experiences. Feedback and reviews will be shared among grade levels to determine the plan for future years.	Parent Involvement, Curriculum Development, Field Trip, Community Engagement	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	No Funding Required	Classroom teachers, building principal, school improvement team
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan - MI Kdg. Conference	2 teachers will attend the MI kdg. conference to learn the latest ELA strategies for information reading. Sub cost 2 at \$100/day for 2 days = \$400, approximate cost of conference \$415 per teacher = \$830, approximate total = \$1230	Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1230	Sarah Ash, Curriculum Coordinator and Bert Wagner, Principal
Plan - Science PD	3 teachers will attend the MSTA or MESTA conference virtually or in person to understand new strategies for implementing project based and inquiry best practices in science. \$200/conference, \$100/sub, = \$900	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$900	Administrators and teaching staff
Plan - SS Alignment	Kindergarten-4th grade groups will have an opportunity to meet for 1/2 day with a local consultant or Curriculum Coordinator to review and understand the new social studies curriculum and alignment. K/1, 1 day, 5 subs, 2/3/4 1 day 4 subs = \$1300	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1300	Building principal, Curriculum Coordinator, Classroom Teachers
Plan - Writing Strategies	AS - ELA - 2 Teachers will be able to sign up for a virtual or in person BER writing conference for best practices and implementation of state standards. 2 teachers \$239/conf, = 478 \$100/sub \$200, = \$678	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$678	Classroom teachers
Plan - Using Data to Inform Instruction	Teachers will have an opportunity to attend PD to help understand how data can inform instruction., 7 rotating subs, \$100/sub total = \$700	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$700	Administration, classroom teachers
Plan-Improve Behavior	3 staff members will attend a virtual or in person PD to learn effective behavior strategies so this will not interfere with learning. \$240 conference, \$100 day sub, total \$1020	Technology, Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1020	Classroom teachers, administrators

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Plan - Social Studies PD	Teachers will learn about the new social studies standards and how they will implement them in collaboration with a local ISD consultant or district Curriculum Coordinator on an as needed basis. 5 subs for 1 day = \$500.	Academic Support Program	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$500	Administrators and Classroom Teachers
Plan - Math Workshops	4 Teachers will attend a math workshop PD virtually or in person to boost math problem solving, and an emphasis on fraction and geometry teaching strategies. Our data shows that these are low areas for our school. 4 days of subs = \$100/sub = \$400, approximate conference cost \$150 per teacher = \$600 total approximate cost = \$1000	Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$1000	Administrators and school improvement team
Plan - Literacy Coach Model	MCISD Early Literacy Coach Models, Co-Teaches or Observes teachers, interventionist, literacy coach and building leader as needed. Debriefing time about their observations as they relate to the Essential Practices will be provided. The focus will be on 3rd and 4th grade this year. 4 subs/\$100 day = \$400	Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$400	Administrators, early literacy coach, and SIP team
Plan - Increased Technology Use	Up to 2 teachers will attend workshops on how to use hand held devices, websites, Google, software, and smart boards to implement new academic teaching strategies in their class. \$100/sub = \$400, \$250/conference - \$500 + sub = \$900	Technology, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$900	Administrators and classroom teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement-3rd Grade Reading Law	Young 5's-3rd grade teachers will collaborate and develop required 3rd Grade Reading Law components for students who have a reading deficiency as determined by the initial and extensive assessments. 5 subs at \$100/day = \$500 twice during the school year for a total of \$1,000	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$1000	Classroom teachers, building principal, Curriculum Coordinator, ISD Literacy Coach

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Plan - SSP - Additional Time	The elementary school student service provider had increased time to promote community involvement, provide counseling services, add parent engagement, implement bully prevention and improve school safety.	Behavioral Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$10000	Superintendent, building principal, and Student Service Provider
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor - Title 1 Teacher	Progress monitoring is done at least monthly to determine if the students receiving the extra support still need the same level of instruction or need to move levels.	Academic Support Program	Tier 2	Monitor	07/01/2020	06/25/2021	\$0	Administrators and Title 1 Specialist
Implement - Title 1 Teacher	The Title 1 teacher will provide supplemental instruction to K-4 students who are identified as performing in the bottom 10% through universal and benchmark assessments.	Academic Support Program	Tier 2	Implement	07/01/2020	06/25/2021	\$56661	Superintendent and Bert Wagner, Principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan - MKEO PD	Special needs and kindergarten teachers will attend a virtual half day refresher training at our local ISD to refresh how to administer the MKEO in August 2020. New teachers will attend a two day training in August at the ISD to learn how to administer the assessment. The ISD will provide a stipend.	Technology, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$500	Kindergarten teachers, administration, ISD staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement - Big Ideas Math Implementation	Teachers will attend coaching sessions and collaborate in grade level teams and/or with a math consultant to enhance implementation.	Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Teachers, Administration

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Implement-Career Exposure	Students will be exposed to various careers through multiple experiences such as field trips, professional guests, Discovery Education, and National Geographic.	Parent Involvement, Curriculum Development, Field Trip, Community Engagement	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Classroom teachers, building principal, school improvement team
Evaluate - Literacy Coach Model	The program will be evaluated at the end of the year to ensure successful implementation of effective early literacy skills and improved student outcome with reading skills.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators and school improvement team
Implement-Improve Behavior	Teachers will attend the PD and learn the new behavior strategies. They will develop a plan on which strategies will be used in the classroom.	Behavioral Support Program, Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Classroom teachers, administrators as applicable
Monitor-Improve Behavior	Teachers will use the new strategies and this will be charted out for teachers to see if they are making a difference.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Monitor - SS Alignment	Administrators will monitor correct and effective teaching of the new Michigan Social Studies standards and ensure alignment is remaining in place across the grade level as well as vertically.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and Curriculum Coordinator
Evaluate - Math Workshops	Teachers will evaluate new strategies and compare the pre and post test results along with the NWEA standardized assessment results throughout the year.	Academic Support Program, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators and School Improvement Team
Evaluate - Big Ideas Math Implementation	Teachers, administrators, and curriculum coordinator will evaluate the effectiveness and implementation of Big Ideas math pilot to decide on the program to adopt for the next school year.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Teachers, administrators, curriculum coordinator
Implement - Math Workshops	Teachers will implement the strategies learned at the PD they attended.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and School Improvement Team

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Monitor - Social Studies PD	Administrators will monitor the implementation of the new social studies standards with effective lessons through walkthroughs.	Academic Support Program, Professional Learning, Walkthrough	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Building principal and Curriculum Coordinator
Monitor-Career Exposure	Career exposure experiences will be monitored throughout the year to ensure all students are exposed to various careers through field trips, professional guests, Discovery Education, and National Geographic.	Parent Involvement, Curriculum Development, Field Trip, Community Engagement	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Classroom teachers, building principal, school improvement team
Monitor - Science PD	Administrators will monitor the use and implementation of engineering design practices through lesson plans and walkthroughs.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Evaluate - MKEO PD	Standardized ELA kindergarten assessment scores will be compared yearly to determine effectiveness.	Academic Support Program, Professional Learning, Curriculum Development	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators, Curriculum Director, and SIP Team
Monitor - Using Data to Inform Instruction	Teachers will collaborate with the title and at risk teachers once assessments are given to develop strategies and monitor student progress.	Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Monitor - Math workshops	Teachers will monitor how well the new strategies are working and adjust their teaching and curriculum as needed to ensure student understanding of the math concepts; especially fractions and geometry.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and School Improvement Team
Monitor - Big Ideas Math Implementation	Teachers and administration will monitor progress made with the Big Ideas implementation throughout the school year.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Teachers, Administration
Monitor - Writing Strategies	The new writing strategies will be observed for implementation by administration walk throughs.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and/or curriculum coordinator

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Implement - Writing Strategies	After conference attendance the teachers will begin implementation in their classrooms with the new writing strategies.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Classroom teachers
Implement - Using Data to inform Instruction	Teachers will have an opportunity to attend workshops to learn how to use data to make great instructional decisions and implement the strategies learned.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Implement - Science PD	Teachers will implement the project based engineering design ideas into their classroom science lessons.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Evaluate-Career Exposure	Various career exposures will be evaluated at the end of the year to ensure students had multiple experiences. Feedback and reviews will be shared among grade levels to determine the plan for future years.	Parent Involvement, Curriculum Development, Field Trip, Community Engagement	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Classroom teachers, building principal, school improvement team
Evaluate - MI Kdg. Conference	The strategies learned will be evaluated by the pre and post classroom tests and the Star Early Literacy Assessment.	Policy and Process	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators, kindergarten teachers, and School Improvement Team
Implement - Increased Technology Use	Up to two teachers will be able to attend and implement workshop strategies with hand held devices, smart boards, websites and other technology to increase academic learning.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Monitor - SSP - Additional Time	This program will be monitored throughout the year to ensure effective use of the full time student service provider.	Behavioral Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Building Principal
Evaluate - SSP - Additional Time	This program will be evaluated at the end of the year to compare the number of students serviced, and services provided compared to previous years.	Behavioral Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Building principal and Student Service Provider
Implement - SS Alignment	After meeting with a consultant, the teachers will implement the strategies and curriculum to effectively teach the new content standards.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Building Principal, Classroom Teachers, and Curriculum Coordinator

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Monitor - Increased Technology Use	Teachers will fill out the strategic planning technology integration form to show technology implementation.	Technology, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Implement - MI Kdg. Conference	2 Kindergarten or Young 5's teachers will attend a Kdg. conference for 2 days. They will bring back strategies learned, share with the other kindergarten teachers and begin implementation in their class.	Professional Learning	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators and 2 kindergarten teachers
Evaluate - Writing Strategies	The new writing strategies will be evaluated for success by increased standardized assessment scores.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators
Evaluate - Increased Technology Use	Strategic Planning Technology Integration Sheet responses will be compared to previous years. MITECS sheets for understanding will be completed.	Technology, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Monitor - Literacy Coach Model	The modeling will continue throughout the school year and be adjusted to needs that arise. Teachers will meet and collaborate with the coach to continue building their own skills, and support each other facilitated by the MCISD Early Literacy coach.	Academic Support Program	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Classroom teachers, school improvement team, building administrator
Implement - MKEO PD	Teachers will develop a plan to implement these observations after attending the webinar to implement in this assessment with their students to help them identify students who have needs and monitor their progress.	Academic Support Program, Curriculum Development	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Kindergarten teachers and teachers administering the MKEO
Monitor - MI Kdg. Conference	Teachers will document strategies learned while at the conference and apply in the classroom. They will check off the strategies used in the classroom and monitor effectiveness by post test results.	Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and kindergarten teachers
Monitor -MKEO PD	Administrators will monitor through classroom observations to see if the observation strategies learned are being used. Data gathered will also be assessed.	Academic Support Program, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Administrators and Curriculum Coordinator
Plan-3rd Grade Reading Law	Young 5's-3rd grade teachers will plan to collaborate as a grade level with ISD Literacy Coach and/or Curriculum Coordinator when analyzing data to determine student needs for IRIPs and 3rd Grade Reading Law components.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	Classroom teachers, administrators, ISD Early Literacy Coach

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Evaluate - Science PD	Yearly standardized assessment scores will be compared to look for growth.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators
Implement - Literacy Coach Model	Classroom teachers will implement the strategies learned with examples they observed with the coaching model.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Classroom teachers, administrators, and school improvement team
Evaluate-Improve Behavior	Teachers involved with using and monitoring the new strategies will report out at a staff meeting noting which ones are being effective in reducing behavior issues so students can focus more on academics. A decision will be made at the end of the year if these strategies should be implemented school wide.	Behavioral Support Program, Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Classroom teachers, building principal, school improvement team
Plan-Career Exposure	Various career exposure opportunities will be planned for students throughout all grade levels throughout the school year.	Career Preparation /Orientation, Teacher Collaboration, Parent Involvement, Field Trip, Community Engagement	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	Classroom teachers, building principal, school improvement team
Plan - Big Ideas Math Implementation	All teachers will attend in person and/or virtual Big Ideas training and coaching to help with implementation of the new math program throughout the school year.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	07/01/2020	06/25/2021	\$0	Teachers, Administration
Implement - Social Studies PD	Teachers will implement the strategies and resources to effectively teach the new content standards.	Academic Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators, Classroom Teachers, and Curriculum Coordinator
Evaluate - Using data to inform instruction	Increased NWEA and Star scores	Professional Learning	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators and classroom teachers
Evaluate - Title 1 Teacher	NWEA and common assessments scores will be compared from fall to spring for growth and to analyze the effectiveness of this strategy.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Administrators, Title 1 Specialist, SIP Team

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Evaluate - Social Studies PD	Evaluation will take place by comparing pre and post social studies tests per grade level.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Building principal and Curriculum Coordinator
Monitor-3rd Grade Reading Law	Young 5's-3rd grade teachers along with Curriculum Coordinator will monitor 3rd Grade Reading Law components (IRIPs, portfolios, etc.) to ensure they have been completed and are up to date for students who demonstrate a reading deficiency.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2020	06/25/2021	\$0	Curriculum Coordinator, Classroom teachers, and building principal
Evaluate - SS Alignment	Evaluation will occur at the end of year when pre and post test results are compared.	Academic Support Program	Tier 1	Evaluate	07/01/2020	06/25/2021	\$0	Admin
Implement - SSP - Additional Time	The full time program will have continued implementation starting in the Fall for 2020.	Behavioral Support Program	Tier 1	Implement	07/01/2020	06/25/2021	\$0	Administrators, building principal, and Student Service Provider