



School Improvement Plan

Floyd School

Bullock Creek School District

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MIDLAND, MI 48640-7814

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 Goal 1: We will see a 15% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level in each focus area. 49

 Goal 2: In the area of Life Science all students at Floyd Elementary will become proficient. 74

 Goal 3: At least 80% of students at Floyd Elementary School will score proficiently on the Knowledge, Processes and Skills portion of Social Studies MEAP. 75

 Goal 4: All students will be on target to be career and college ready writers. 75

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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?

Floyd Elementary School is a school wide title one building housing preschool through 5th grade. We are the fortunate recipients to many grants over the past year that have expanded our access to innovative educational programming. These include our unique Nature Kindergarten program, a naturalist on staff, and several acres of woods and wetlands that are used throughout the school year.

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.

We, the staff of Floyd Elementary, share a commitment to provide an environment in which all students will develop their learning potential while fostering positive growth in social and emotional behaviors and attitudes.

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.

Achievements:

\$310,000 grant to fund Nature Kindergarten program

Model School for the Community Based School Model to impact Truancy....absences have decreased by over 50%

Writing scores for students rose dramatically this year based on a focused effort to address that school improvement need

Over the next three years we are looking to continue building on these achievements.

Additional Information

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

Floyd Elementary is fortunate to have tremendous community and family support!

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.

Meetings were held during the school day with substitute teachers for teachers. Parents were advised that their role was to advocate for the best education for their child.

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

Teachers

Parents

Administrator

Paraprofessionals

Community Representatives

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

At each parent teacher conference a summary of the school improvement plan is delivered to students and parents in friendly language.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Our enrollment is relatively stable. The biggest impact on staffing may include moving one teacher from one grade level to another in order to keep classes balanced. Overall, however, few teachers have had to move to a new assignment.

How do student enrollment trends affect staff recruitment?

Staffing has been very stable at Floyd Elementary. Teachers that are here want to be here. Recruitment of staff has not been an issue.

How do student enrollment trends affect budget?

Enrollment trends have not impacted budgets. State funding has impacted some decisions for extra support personnel but this is not related to student enrollment trends.

How do student enrollment trends affect resource allocations?

Resources are allocated equitably among all students in the Title One School Wide building.

How do student enrollment trends affect facility planning and maintenance?

Since we have had very little movement of teachers and students there has been little to no impact on facility planning and management.

How do student enrollment trends affect parent/guardian involvement?

Our biggest impact on enrollment trends as far as parent/guardian involvement is with our mobile student population. Our recent partnership with the Michigan DHS has helped us plug these parents into programs much more efficiently.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends do not have a significant impact on professional learning and/or public relations.

What are the challenges you noticed based on the student enrollment data?

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The main challenge has been making sure that if a teacher has to switch to a new grade level that we have them prepared as far as expectations.

What action(s) will be taken to address these challenges?

Our team does not feel that significant changes need to be addressed.

What are the challenges you noticed based on student attendance?

Student attendance has been a challenge. Fortunately, with the coordination of the Midland County Courts and the addition of our Title One Community Liaison, working with our school's DHS officer we have taken great steps to address these needs.

What action(s) will be taken to address these challenges?

Continue in the Truancy Initiative to address attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading is showing us the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Again, reading is demonstrating a positive trend in the data.

In which content area(s) is student achievement above the state targets of performance?

Our reading, while not above the state target levels, is on track to meet the required levels well ahead of the legislatively mandated time.

What trends do you notice among the top 30% percent of students in each content area?

Our top 30% seem to maintain stable levels of learning with occasional outliers of students demonstrating higher levels of growth.

What factors or causes contributed to improved student achievement?

Factors that contributed or caused improved student achievement are:

- More intentional teaching of reading skills
- The Diagnostic Reading Lab
- Wide reading among all subject areas

How do you know the factors made a positive impact on student achievement?

We have had a scientific research study conducted by the Legacy Center for Student Success looking at our Diagnostic Reading Lab program that has clearly demonstrated that the program has a positive impact on student achievement.

Which content area(s) indicate the lowest levels of student achievement?

Mathematics-Kindergarten through 2nd grade

Needs: Based on 2012-2013 MEAP data 18% of our third graders scored 80% or above in the strand of Addition/Subtraction Fluency.

Based on this data 82% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The

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Addition/Subtraction Fluency strand accounts for 40% of the overall mathematics MEAP assessment for third grade.

*Based on 2012-2013 MEAP data 18% of our third graders scored 80% or above in the strand of Working with Geometric Shapes. Based on this data 82% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Working with Geometric Shapes strand accounts for 23% of the overall mathematics MEAP assessment for third grade.

Mathematics-Third Grade

Needs: Based on 2012-2013 MEAP data 4% of our fourth graders scored 80% or above in the strand of Understanding Area and Perimeter. Based on this data 96% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Understanding Area and Perimeter strand accounts for 24% of the overall mathematics MEAP assessment for fourth grade.

*Based on the 2012-2013 MEAP data 28% of our fourth graders scored 80% or above in the strand of Multiplication and Division. Based on this data 72% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Multiplication and Division strand accounts for 20% of the overall mathematics MEAP assessment for fourth grade.

Mathematics-Fourth Grade

Needs: Based on the 2012-2013 MEAP data 8% of our fifth grade students scored 80% or above in the strand of Decimals and Fractions. Based on this data 92% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Decimals and Fractions strand accounts for 39% of the overall mathematics assessment for fifth grade.

*Based on the 2012-2013 MEAP data 12% of our fifth grade students scored 80% or above in the strand of Whole Number Multiplication. Based on this data 88% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Whole Number Multiplication strand accounts for 28% of the overall mathematics assessment for fifth grade.

Mathematics-Fifth Grade

Needs: Based on the 2012-2013 MEAP data 23% of our sixth grade students scored 80% or above in the strand of Whole Number Division. Based on this data 77% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Whole Number Division strand accounts for 38% of the overall mathematics assessment for sixth grade.

*Based on the 2012-2013 MEAP data 35% of our sixth grade students scored 80% or above in the strand of Properties of 2D Shapes and Angles. Based on this data 65% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Properties of 2D Shapes and Angles strand accounts for 18% of the overall mathematics assessment for sixth grade.

Reading-Kindergarten through 2nd Grade

Needs: Based on 2012-2013 MEAP data 26% of our third grade students scored 80% or above in the reading strand Narrative. Based on this data 74% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Narrative strand accounts for 27% of the overall reading assessment for third grade.

*Based on 2012-2013 MEAP data 33% of our third grade students scored 80% or above in the reading strand Comprehension. Based on this data 67% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Comprehension strand accounts for 55% of the overall reading assessment for third grade.

Reading-Third Grade

Needs: Based on the 2012-2013 MEAP data 38% of our fourth grade students scored 80% or above in the reading strand Narrative. Based on this data 62% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Narrative strand accounts for 15% of the overall reading assessment for fourth grade.

*Based on the 2012-2013 MEAP data 20% of our fourth grade students scored 80% or above in the reading strand Comprehension. Based on this data 80% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Comprehension strand

accounts for 61% of the overall reading assessment for fourth grade.

Reading-Fourth Grade

Needs: Based on the 2012-2013 MEAP data 33% of our fifth grade students scored 80% or above in the reading strand Narrative. Based on this data 67% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Narrative strand accounts for 27% of the overall reading assessment for fifth grade.

*Based on the 2012-2013 MEAP data 29% of our fifth grade students scored 80% or above in the reading strand Comprehension. Based on this data 71% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Comprehension strand accounts for 55% of the overall reading assessment for fifth grade.

Reading-Fifth Grade

Needs: Based on the 2012-2013 MEAP data 43% of our sixth grade students scored 80% or above in the reading strand Comprehension. Based on this data 57% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Comprehension strand accounts for 58% of the overall reading assessment for sixth grade.

Writing-Kindergarten through 3rd Grade

Needs: Based on the 2012-2013 MEAP data 0% of our fourth grade students scored 80% or above in the Writing Process strand. Based on this data 100% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Writing Process strand accounts for 30% of the overall writing assessment for fourth grade.

*Based on the 2012-2013 MEAP data 9% of our fourth grade students scored 80% or above in the Grammar and Usage strand. Based on this data 91% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Grammar and Usage strand accounts for 26% of the overall writing assessment for fourth grade.

Writing-Fourth and Fifth Grade

Needs: Based on 2012-2013 MEAP data 28% of our seventh grade students scored 80% or above in the Writing Process strand. Based on this data 72% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Writing Process strand accounts for 28% of the overall writing assessment for seventh grade.

*Based on the 2012-2013 MEAP data 30% of our seventh grade students scored 80% or above in the Personal Style strand. Based on this data 70% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Personal Style strand accounts for 28% of the overall writing assessment for seventh grade.

Science-Kindergarten through 4th Grade

Needs: Based on the 2012-2013 MEAP data 13% of our fifth grade students scored 80% or above in the Using Physical Science strand. Based on this data 87% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Using Physical Science strand accounts for 31% of the overall science assessment for fifth grade.

*Based on the 2012-2013 MEAP data 8% of our fifth grade students scored 80% or above in the Science Processes strand. Based on this data 92% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Science Processes strand accounts for 28% of the overall science assessment for fifth grade.

*Based on the 2012-2013 MEAP data 13% of our fifth grade students scored 80% or above in the Using Earth Science Knowledge strand. Based on this data 87% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Using Earth Science Knowledge accounts for 25% of the overall science assessment for fifth grade.

Science-5th Grade

Needs: Based on the 2012-2013 MEAP data 19% of our eighth grade students scored 80% or above in the Science Processes strand.

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Based on this data 81% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Science Processes strand accounts for 27% of the overall science assessment for eighth grade.

*Based on the 2012-2013 MEAP data 17% of our eighth grade students scored 80% or above in the Using Earth Science Knowledge strand.

Based on this data 83% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Using Earth Science Knowledge strand accounts for 24% of the overall science assessment for eighth grade.

Social Studies-Kindergarten through Fifth Grade

Needs: Based on the 2012-2013 MEAP data 23% of our sixth grade students scored 80% or above in the Historical Perspective strand.

Based on this data 77% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Historical Perspective strand accounts for 42% of the overall social studies assessment for sixth grade.

*Based on the 2012-2013 MEAP data 31% of our sixth grade students scored 80% or above in the Civics Perspective strand. Based on this data 69% of our students need to improve their scores to reach the 80% accuracy goal for this strand. The Civics Perspective strand accounts for 22% of the overall social studies assessment for sixth grade.

Which content area(s) show a negative trend in achievement?

Science, Writing, and in some grade levels - math

In which content area(s) is student achievement below the state targets of performance?

Science, Math, and Writing

What trends do you notice among the bottom 30% of students in each content area?

These students are scoring higher in reading but show sharper declines in writing, math and science.

What factors or causes contributed to the decline in student achievement?

We have just begun to implement a more common core aligned program in Math and Writing - with the support of the ISD's of the state. The delay in implementing these more rigorous requirements has led to lower achievement scores.

How do you know the factors made a negative impact on student achievement?

As we analyzed that released state items for the test we can see that our complexity and rigor of the programs that we were using simply did not meet the standards necessary. The same was not true for reading.

What action(s) could be taken to address achievement challenges?

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We plan or are taking the following actions:

Implement more constructivist mathematics

Continue with the Math Lab for grades 2-4

Implementation of MAISA writing units.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading

How do you know the achievement gap is closing?*

We compared data using MEAP, Dibels, and our triannual assessment.

What other data support the findings?

Teacher classroom assessments.

What factors or causes contributed to the gap closing? (Internal and External)*

More Title One support for struggling students.

How do you know the factors made a positive impact on student achievement?

We evaluate the students in our DRL regularly. We also have the research study that demonstrates the impact the DRL is having.

What actions could be taken to continue this positive trend?

Continue funding support programs through Title One

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- White
- Male
- Female
- Economically Disadvantaged
- Homeless
- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

We have seen a decline among all groups previously referenced. No one subgroup is showing a decline greater than any other.

How do you know the achievement gap is becoming greater?*

See previous response.

What other data support the findings?*

Internal testing documents.

What factors or causes contributed to the gap increasing? (Internal and External)*

Increased rigor and cut scores have led to a decrease in achievement,

How do you know the factors lead to the gap increasing?*

Our analysis of the complexity of the curriculum has led us to draw this conclusion.

What actions could be taken to close the achievement gap for these students?*

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Continue with Math Lab (this is our first year of implementation)

Continued professional development in math instruction

Continued professional development in writing instruction (MAISA units)

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Not applicable.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

As a school wide title one building, we used data to include all students needing servicing in our programming.

How are students designated 'at risk of failing' identified for support services?

We use 31a identification sheets to identify at risk students. We then cross reference those students with our services to make sure that we are making attempts to address the needs of the students.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Morning Tutoring

Summer School

After School Tutoring

Study Skills Instruction

At Risk Teacher

| Label | Question | Value |
|-------|--|-------|
| | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 30.0 |

What is the school doing to inform students and parents of Extended Learning Opportunities?

We personally contact parents to explain the services and get children enrolled.

| Label | Question | Value |
|-------|---|-------|
| | What is the total FTE count of teachers in your school? | 24.8 |

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| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 0-3 years? | 1.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 4-8 years? | 6.0 |

| Label | Question | Value |
|-------|--|-------|
| | How many teachers have been teaching 9-15 years? | 14.8 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching >15 years? | 3.0 |

What impact might this data have on student achievement?

The teaching staff has been relatively stable and since these teachers have had access to all of our PD the impact can assumed to be positive.

| Label | Question | Value |
|-------|---|-------|
| | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 78.0 |

| Label | Question | Value |
|-------|--|-------|
| | Indicate the total number of days for teacher absences due to illness. | 136.0 |

What impact might this data have on student achievement?

We have had teachers out of the classroom for a variety of reasons. This can certainly impact student achievement.

Perception Data - Students

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

Kids have indicated that they like their classroom teachers the most. They also like our extra events. Our school holds almost monthly after school events and the students attend these in droves. They also like special programming such as Girls on the Run, Chess Club, and Big Brothers/Big Sisters.

Which area(s) show a positive trend toward increasing student satisfaction?

The highest trend that we see among students is their satisfaction with their teachers. This is important to us because research (Marzano, et. al.) shows that the teacher is the biggest impact on student achievement.

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

Homework gets the lowest response from students. This is something that we are looking at as far as how to support students who do not have assistance at home.

Which area(s) show a trend toward decreasing student satisfaction?

Again, homework falls into this category.

What are possible causes for the patterns you have identified in student perception data?

Our students either really like something (i.e. teachers, activities) or really dislike things (i.e. homework).

What actions will be taken to improve student satisfaction in the lowest areas?

We are working with our Community Liaison to help support students in the area of homework.

Perception Data – Parents/Guardians

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

As with the children, our parents indicate that they have tremendous satisfaction with their child's teacher.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

We show an upward trend in the area of individualizing instruction for students.

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

Our lowest level was in response to the question "My child has administrators and teachers that monitor and inform me of his/her learning progress."

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

See response to previous question.

What are possible causes for the patterns you have identified in parent/guardian perception data?

We are thinking that while we have moved many of our communications to online many of our parents are still used to more traditional means of communication.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Through the assistance of the Title One Community Liaison we will make a more concerted effort to make access to student information available to parents in multiple formats.

Perception Data – Teachers/Staff

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

The highest scores among the teachers/staff occur in Standard 1.3.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

There appears to be a trend in the amount and use of data to inform instruction.

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

Standard 4.5 has the lowest score among the staff.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Strand 4

What are possible causes for the patterns you have identified in staff perception data?

A vast differential in staff attitudes and abilities of using technology to record and track data.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

n/a

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Our main decisions regarding curriculum, instruction and assessment are made using our school improvement process as our main driver.

What evidence do you have to indicate the extent to which the standards are being implemented?

CCSS compliance is monitored through professional development, principal evaluations, and self monitoring of teachers.

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 |
|-------|--|----------|---------|------------|
| | Literacy and math are tested annually in grades 1-5. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 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 |
|-------|--|----------|--|------------|
| | 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 | Debbie Bradford 989.631-2418 x 1205 | |

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| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-------------------|
| | 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 | | Floyd Parent Plan |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | The School has additional information necessary to support your improvement plan (optional). | Yes | | |

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 conducted?

Staff met regularly to complete the CNA

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

While we have made progress on some academic fronts (writing, some math areas, reading) we are deeply concerned regarding science, social studies, and continue to work toward closing the gap in math.

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

Our SI goals are directly aligned to the data that we have observed.

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?

Our goals cover both general Tier 1 instruction as well as address the needs of Tier 2 and 3 students.

Component 2: Schoolwide Reform Strategies

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

Professional development in core areas is our main goal for providing the best first instruction.

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).

We have aligned our curriculum and strategies to target areas that we see as the weakest in our data. We use only research based strategies in our Title One program.

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

They address the same areas.

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.

We provide our interventions through the Diagnostic Reading and Math labs.

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

Ongoing assessments are given.

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 | | |

| 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 | | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had four teachers retire this year and one resign.

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

The experience level of our staff runs the spectrum from seasoned (15 plus years) to rookie.

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

We recruit teachers using our staff to meet with them, give tours of our building, as well as network with other administrators to get the top quality student teachers.

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

See school response.

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?

The turnover this year is only due to retirements.

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 and the goals of the school improvement plan.

Our teachers will continue to receive training in math, writing and science.

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

We have continued to address the same areas with the same mentors for several years.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | Elementary PD calendar |

Component 6: Strategies to Increase Parental Involvement

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

This year we will use our Community Liaison to more fully integrate parents into the development of our School Improvement plan.

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

Parents will sit on each school improvement team meeting to add insight and contribute.

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

See previous response.

| 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 | | PIP |

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

We address all of these activities through the use of our Title One Community Liaison.

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

Surveys will be sent to parents to evaluate the program.

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

We will find areas of weakness and work to address those with our Parent Involvement team.

8. Describe how the School-Parent Compact was developed.

In several meetings with teachers and parents the compact was developed.

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

The compact is distributed to parents and discussed with the teacher.

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

n/a

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

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

We use google translator to change any documents necessary.

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?

We host a preschool within our building and invite those parents and students to all of our events.

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?

Preschool parents and teachers are invited to our activities where we discuss the skills that are needed for kindergarten students.

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?

Teachers design and administer all assessments. Decisions made by the SIT are all represented by teachers.

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

We are embarking on the use of data teams to analyze student data.

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.

We use our at risk sheets as a guide as that tells us of any students who have failed on the state assessments.

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?

Assistance is rendered through our DRL, Math lab or through at risk programming.

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

Differentiated instruction is delivered in many ways. It is monitored by the building principal and used in the teacher evaluation system.

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.

Title One

General Fund

At Risk

Local Grants (i.e. Nature Kindergarten)

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.

Members of the Title One and at risk staff will all play a critical role in the implementation of our SIP.

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.

We participate in the SPLASH program.

Evaluation:

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

We use surveys to get parent, teacher and student feedback. We also evaluate our program through the SIT.

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.

We will use the data from these assessments in our data teams.

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.

Again, data teams will assist us with this process.

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?

We meet monthly to update the program as necessary.

Floyd SIP 2014-2015

Overview

Plan Name

Floyd SIP 2014-2015

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 | We will see a 15% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level in each focus area. | Objectives: 8 Strategies: 5 Activities: 13 | Academic | \$110000 |
| 2 | In the area of Life Science all students at Floyd Elementary will become proficient. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$32000 |
| 3 | At least 80% of students at Floyd Elementary School will score proficiently on the Knowledge, Processes and Skills portion of Social Studies MEAP. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 4 | All students will be on target to be career and college ready writers. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$0 |

Goal 1: We will see a 15% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level in each focus area.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency Addition and Subtraction Fluency (in Kindergarten thru 2nd grade) in Mathematics by 06/30/2015 as measured by MEAP.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rti) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |

School Improvement Plan

Floyd School

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

SY 2014-2015

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School Improvement Plan

Floyd School

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |
| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Floyd School

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|--|--------------------------|--------|---------|------------|------------|---------|-------------|--------------------------------------|
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |
|--|--------------------------|--------|---------|------------|------------|---------|-------------|--------------------------------------|

Measurable Objective 2:

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in Working with Geometric Shapes in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP assessment.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

School Improvement Plan

Floyd School

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

School Improvement Plan

Floyd School

Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S.& Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |

| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |

| Activity - Before/After School Tutoing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---------------------------------------|
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

Floyd School

| | | | | | | | | |
|--|--------------------------|--------|---------|------------|------------|-------|----------------|---|
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
|--|--------------------------|--------|---------|------------|------------|-------|----------------|---|

| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Measurable Objective 3:

A 25% increase of Third grade students will demonstrate a proficiency in Understanding Area and Perimeter in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, including support staff, Principal |

School Improvement Plan

Floyd School

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

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Floyd School

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematic: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S.& Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |

| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |

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| Activity - Before/After School Tutoing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Measurable Objective 4:

A 25% increase of Third grade students will demonstrate a proficiency in Multiplication and Division in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (Rti) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

School Improvement Plan

Floyd School

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

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| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |

| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Floyd School

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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Measurable Objective 5:

A 25% increase of Fourth grade students will demonstrate a proficiency in Decimals and Fractions in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

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Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

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Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S.& Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |
| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| **Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom. **Daily use of research-based activities (including mental math) to support/remediate students to a) fluently add and subtract within twenty (CCSS 2.OA.2) b) fluently multiply and divide within 100 (CCSS 3.OA.7) **Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS. **Provide remediation for students who do not demonstrate proficiency on unit post tests. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

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Measurable Objective 6:

A 25% increase of Fourth grade students will demonstrate a proficiency in Whole-number Multiplication in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

(shared) Strategy 1:

Data Driven Collaborative Planning - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams : The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Press.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 1

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Instructional Consultation Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff and Principal |

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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|---|--------------------------|--------|---------|------------|------------|-------|----------------|--|
| At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Teachers in Grades 2-4, Math Lab staff and Principal |
|---|--------------------------|--------|---------|------------|------------|-------|----------------|--|

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Marzano, R.J., Pickering, D.J., & Pollack, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria,

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VA: Association for Supervision and Curriculum Development.

Rosenfield, S.& Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |
| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------------|--------|---------|------------|------------|-------|----------------|---|
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
|--|--------------------------|--------|---------|------------|------------|-------|----------------|---|

| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Measurable Objective 7:

A 25% increase of Fifth grade students will demonstrate a proficiency in Whole-number Division in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

(shared) Strategy 1:

Collaborative Planning Driven By Data - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams: The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Pres

Tier:

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Communication | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

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| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |

(shared) Strategy 3:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |

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| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Measurable Objective 8:

A 25% increase of Fifth grade students will demonstrate a proficiency in Properties of 2D Shapes and Angles in Mathematics by 06/30/2015 as measured by the 2014-2015 MEAP.

Strategy 1:

Student Attendance - Attendance is a major issue in the achievement of our goal in all subject areas. As students miss days of school they miss critical building blocks

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of learning. Floyd will employ a Community School Title One Liaison to monitor attendance, contact families regarding absences, assist in the elimination of barriers for attendance at school, work in concert with the Midland County DHS, and work with students and families to encourage at least 97 percent attendance for every student. Research Cited: Governor Rick Snyder has pushed the Community Schools Initiative as a way of bringing services to the families to eliminate barriers. While the Department of Human Services has stepped up and offered Floyd the services of a Success Coach one critical component of this program is to have a person available to work with families and students to provide support and help eliminate barriers to school attendance.

Great strides have been made by community school initiatives across the nation in their efforts to impact student achievement, attendance, student engagement, graduation rates, parent involvement and more. Data on community schools is growing and we encourage readers to review research reports and syntheses on results. The following is an overview of results gathered from community schools around the nation from 2007-2009.

Academic Performance

- National — Communities in Schools (CIS), the largest nationwide model of community schools, reported that schools that fully implement the CIS Model of integrated student services have higher percentages of students achieving math and reading proficiency than did students in other schools.
- California -- Anna Yates Elementary School in Alameda County saw an increase in their API (California State's Academic Performance Index, which is more rigorous than AYP) by 41 points and Emery Secondary School. These results in student achievement are further highlighted when compared to an average increase of 19.2 points for the 15 others districts in Alameda County. These scores are almost double the average county rate of increase.
- New York, NY — In a 2009 study comparing Children's Aid Society (CAS) community schools to other New York City schools, CAS schools' students scored significantly higher on math tests than students in other city schools. All CAS middle schools but one (IS 166) outperformed peer and city-wide schools in making one year of progress, with MS 319 and MS 324 at 100 percent, and CAS middle schools academically outperformed peer schools in math progress for the lowest 1/3 of students.

Tier:

| Activity - Employment of a Community Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------|-------|------------|------------|-------------------|-------------------|--------------------|
| The Title One Community School Liaison will work with students and families to eliminate barriers to school attendance, help arrange educational opportunities for enrichment and remediation, and work with families. | Community Engagement | | | 07/01/2013 | 06/30/2014 | \$40000 | Title I Part A | Building Principal |
| Activity - School Study Skills Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------|--|--|------------|------------|---------|-------------|------------------|
| School counselor will work with target 'at-risk' students to enhance their development of study skills, organizational skills, and learn methods for becoming more efficient learners in the school setting and home. | Academic Support Program | | | 08/30/2013 | 06/06/2014 | \$40000 | Section 31a | School Counselor |
|---|--------------------------|--|--|------------|------------|---------|-------------|------------------|

(shared) Strategy 2:

Collaborative Planning Driven By Data - School staff will use data driven collaborative planning to inform/guide instruction and remediation to realize our objective.

Research Cited: Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Ventura, S., White, M., Gregg, L., et. al. (2010). Data teams: The big picture-Looking at data teams through a collaborative lens. Englewood, CO: Lead and Learn Pres

Tier:

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|---|
| Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Communication | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

(shared) Strategy 3:

Improve and Enhance Core Classroom Instruction - Past instructional practices must evolve in order to meet the increased demands of CCSS and allow us to implement the Expressions textbook.

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

Rosen, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Tier: Tier 1

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, Principal |

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

School Improvement Plan

Floyd School

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|---|-----------------------|--------|---------|------------|------------|-------|----------------|-----------------------------------|
| Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | All staff, Math Lab and Principal |
|---|-----------------------|--------|---------|------------|------------|-------|----------------|-----------------------------------|

(shared) Strategy 4:

Remediation & Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Students who are experiencing difficulties with current grade level math curriculum and need support to become proficient with these expectations.

Research Cited: Burns, M. (2007). About teaching mathematics: AK-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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

Rosenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (7th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 2

| Activity - Instructional Consultation Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | Title I Part A | All staff, including support staff, and Principal |

| Activity - Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

Floyd School

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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| <p>**Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom.</p> <p>**Daily use of research-based activities (including mental math) to support/remediate students to</p> <p>a) fluently add and subtract within twenty (CCSS 2.OA.2)</p> <p>b) fluently multiply and divide within 100 (CCSS 3.OA.7)</p> <p>**Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS.</p> <p>**Provide remediation for students who do not demonstrate proficiency on unit post tests.</p> | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | Title I Part A | All teachers grades 2,3, Math Lab staff and Principal |
| Activity - Before/After School Tutoing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 staff, Teachers and Principal |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title I Part A | Title 1 support, Teachers and Principal |
| Activity - At Risk Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Section 31a | Building Principal Math Lab Staff |

Goal 2: In the area of Life Science all students at Floyd Elementary will become proficient.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of Life Science as measured by the MEAP in Science by 05/30/2014 as measured by the Michigan Educational Assessment Program.

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Strategy 1:

Chippewa Nature Center Collaboration - All classrooms will attend 2 field trips to the Chippewa Nature Center. Within 2 weeks after each field trip teachers will collaborate with the Staff CNC Naturalist that is based at Floyd Elementary and complete a follow up activity to ensure mastery of the learning target. Teachers will turn in a teacher survey to the principal and plan on sharing their experience at a future staff meeting.

Tier:

| Activity - Classroom partnerships with Chippewa Nature Center | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|-------------------|---|
| All classrooms will work with the School District/Chippewa Nature Center Naturalist to plan two field trips to the CNC that directly address the state learning targets in the area of Life Science. These trips will be followed up on at school and presented to staff members as well. | Field Trip | | | 09/03/2013 | 06/01/2015 | \$32000 | Other | Staff Naturalist and Building Principal |

Goal 3: At least 80% of students at Floyd Elementary School will score proficiently on the Knowledge, Processes and Skills portion of Social Studies MEAP.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of Knowledge, Processes and Skills in Social Studies by 06/01/2015 as measured by the Michigan Educational Assessment Program.

Strategy 1:

Assigned Core Democratic Values - Each grade level will be assigned Core Democratic Values to teach and/or revisit.

Research Cited: Children are most successful when studying material (CDVs) that is developmentally appropriate and relevant to their own lives.

Tier:

| Activity - Assigned Core Democratic Values | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|-------------------------------------|
| All K-5 classroom teachers will be assigned Core Democratic Values to teach and/or review from previous years. | Direct Instruction | | | 09/03/2013 | 06/01/2014 | \$0 | No Funding Required | K-5 teachers and building principal |

Goal 4: All students will be on target to be career and college ready writers.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in narrative, informational and argumentative writing in English Language Arts by 06/08/2015 as measured by MEAP.

Strategy 1:

Writing Workshop - Teachers will continue to implement writer's workshop using the MAISA Writing Units as a framework.

Research Cited: Research Support:

Units of Study K-2

<http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Units of Study 3-5

<http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Tier:

| Activity - Unit Writing Samples | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|-----------------------------|
| Teachers will collect a high, medium and low writing sample at the completion of each unit of writing. These samples will be shared with the principal to provide an opportunity to gather information on unit completion and pacing of the units. Teachers will include a pacing calendar with their samples to show their progression through the units. | Monitor | | | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | Rod Dishaw and K-5 Teachers |

Strategy 2:

Writing Coach - Teachers will work in collaboration with the Writing Coach to support the implementation of writing workshop.

Tier:

| Activity - Content Area Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|---------------------|-----------------------------|
| The writing coach will model lessons and provide information on using informational and opinion writing in the content areas. The writing coach will also help teachers locate resources and design activities that extend opinion and informational writing in the content areas. | Academic Support Program | | | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | Writing coach, K-5 teachers |

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| Activity - Writing Pacing Guide/Evaluation Schedule | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------------|
| The writing coach will coordinate with the K-5 teachers throughout the year to update the current pacing guides and create an evaluation schedule for student writing. | Policy and Process | | | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | Writing coach and K-5 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 |
|--|--|--------------------------|------|-------|------------|------------|-------------------|-------------------------------------|
| Writing Pacing Guide/Evaluation Schedule | The writing coach will coordinate with the K-5 teachers throughout the year to update the current pacing guides and create an evaluation schedule for student writing. | Policy and Process | | | 09/03/2013 | 06/06/2014 | \$0 | Writing coach and K-5 teachers |
| Content Area Writing | The writing coach will model lessons and provide information on using informational and opinion writing in the content areas. The writing coach will also help teachers locate resources and design activities that extend opinion and informational writing in the content areas. | Academic Support Program | | | 09/03/2013 | 06/06/2014 | \$0 | Writing coach, K-5 teachers |
| Assigned Core Democratic Values | All K-5 classroom teachers will be assigned Core Democratic Values to teach and/or review from previous years. | Direct Instruction | | | 09/03/2013 | 06/01/2014 | \$0 | K-5 teachers and building principal |
| Unit Writing Samples | Teachers will collect a high, medium and low writing sample at the completion of each unit of writing. These samples will be shared with the principal to provide an opportunity to gather information on unit completion and pacing of the units. Teachers will include a pacing calendar with their samples to show their progression through the units. | Monitor | | | 09/03/2013 | 06/06/2014 | \$0 | Rod Dishaw and K-5 Teachers |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------|------|-------|------------|------------|-------------------|-------------------|
| School Study Skills Training | School counselor will work with target 'at-risk' students to enhance their development of study skills, organizational skills, and learn methods for becoming more efficient learners in the school setting and home. | Academic Support Program | | | 08/30/2013 | 06/06/2014 | \$40000 | School Counselor |

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|-----------------|--|--------------------------|--------|---------|------------|------------|---------|--------------------------------------|
| At Risk Teacher | A teacher will be dedicated to work with students in mathematics who have demonstrated through data to lack specific skills. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$25000 | Building Principal Math Lab Staff |
|-----------------|--|--------------------------|--------|---------|------------|------------|---------|--------------------------------------|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|--------------------------|--------|---------|------------|------------|-------------------|--|
| Instructional Consultation Teams | The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | All staff, including support staff, and Principal |
| Instructional Consultation Teams | The ICT goal is to enhance, improve, and increase student and staff performance. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | All staff, including support staff, Principal |
| Data Teams | Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Teacher Collaboration | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | All staff, including support staff, Principal |
| Before/After School Tutoring | Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title 1 staff, Teachers and Principal |
| Math Lab | At least twice a month, classroom teachers will plan collaboratively with Math Lab staff to review data and plan instruction based on data results. | Academic Support Program | Tier 3 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Teachers in Grades 2-4, Math Lab staff and Principal |
| Professional Development | Additional PD to enhance instructional skills aligned with CCSS in mathematics. | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | All staff, Math Lab and Principal |
| Employment of a Community Liaison | The Title One Community School Liaison will work with students and families to eliminate barriers to school attendance, help arrange educational opportunities for enrichment and remediation, and work with families. | Community Engagement | | | 07/01/2013 | 06/30/2014 | \$40000 | Building Principal |
| Summer School | Based on data and teacher observation, students will receive additional math assistance. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/30/2015 | \$500 | Title 1 support, Teachers and Principal |

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|---|---|--------------------------|--------|---------|------------|------------|-------|---|
| Math Lab (Grades 2-3) **Does not include grade K, 1, and 5 | **Students in grades 2, 3, and 4 will come to the Math Lab bi-weekly for an additional 30 minutes of research-based activities in small group settings to support the math instruction given in the classroom. **Daily use of research-based activities (including mental math) to support/remediate students to a) fluently add and subtract within twenty (CCSS 2.OA.2) b) fluently multiply and divide within 100 (CCSS 3.OA.7) **Continue to use research-based activities to support classroom instruction to reinforce all eight mathematical practices defined in CCSS. **Provide remediation for students who do not demonstrate proficiency on unit post tests. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 06/20/2015 | \$500 | All teachers grades 2,3, Math Lab staff and Principal |
| Data Teams | Based upon the work of the 90/90/90 group, all school staff will participate in Data Teams to analyze data from various sources to make decisions regarding teaching and learning. | Communication | | | 08/26/2013 | 06/27/2014 | \$500 | All staff, including support staff, Principal |
| Instructional Consultation Team | ICT uses data and collaboration as an integral part of the process. | Professional Learning | | | 08/26/2013 | 06/27/2014 | \$500 | All staff, including support staff and Principal |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|---------------|------|-------|------------|------------|-------------------|---|
| Classroom partnerships with Chippewa Nature Center | All classrooms will work with the School District/Chippewa Nature Center Naturalist to plan two field trips to the CNC that directly address the state learning targets in the area of Life Science. These trips will be followed up on at school and presented to staff members as well. | Field Trip | | | 09/03/2013 | 06/01/2015 | \$32000 | Staff Naturalist and Building Principal |