



School Improvement Plan

Emerson School

Ionia Public Schools

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted with a team of staff members. Each year we look at our target goals and the data throughout the school year.

The process of updating and studying comprehensive needs assessment data (40 School Process Rubrics, School Data Profile/Analysis, M-STEP Data, and NWEA Data, Acadience Data, Local Data and updating/adjusting the school improvement plan was completed as part of a half day professional development day. The following participated in the assessment: all teaching staff, itinerant teaching staff, and the principal. The school improvement plan/goals are reviewed throughout the school year during school improvement staff meetings, PLC days and at monthly district school improvement meetings.

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

Math, Reading, and Science show improvement among our students overall in our local data. We have concluded that our afternoon program that provides additional time for reading and math has been very successful. Also the use of paraprofessionals and interventionists has been successful. Parent and student perceptions show that both groups feel positive toward the school environment and ability to communicate with staff. Parents feel overwhelmingly positive about the school administrator's care for students, integrity, fairness, and availability. Parents stress the family atmosphere at Emerson.

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

School goals are directly based on priority needs according to data and the direction of the district. Data is culled from state-level test, nationally-normed assessments, and local assessments. (MSTEP, NWEA, Reading and Math tests, Acadience tests, and local classroom assessment.)

The school improvement goals and objectives were developed/updated using data directly from the comprehensive needs assessment. The data from the comprehensive needs assessment is listed specifically in the school improvement plan objectives and drives the entire school improvement process. Multiple types of data (MSTEP, NWEA, Acadience, Writing Prompt) were analyzed in the selection of the school goals.

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?

Subgroups are disaggregated in order to give intensive support to areas of need. The needs of our whole-school population are the needs of disadvantaged children. Our school has a very high population of low socioeconomic status children. We have universal free breakfast.

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snack, and lunch program. This past year a sack dinner was sent home at the end of the day with each child. The homeless liaison is housed at Douglas R. Welch High School, but spends much time at Emerson Elementary.

As listed in the previous answer, each subject area has a measurable goal for the whole school population as well our sub-groups. Additionally, the largest strategy and activity that we employ to address our gaps is a school-wide Multi Tiered System of Student Support (MTSS) called Just Right Instruction (JRI). In this program, all students are provided interventions on a daily basis. The disadvantaged children are obviously included in this program, and are under the direct planning of the classroom teacher. To be clear, ALL students are serviced in the Just Right Instruction program, and those students who are farthest from proficiency receive direct instruction from the classroom teacher using materials that are designed to increase proficiency. The goals and strategies are based on disaggregated data for our subgroups (economically disadvantaged and bottom 30%) and have strategies specifically for these subgroups as well as all students. As mentioned earlier, the main strategy that is designed for all students is the daily intervention time that is scheduled for all students. All students are provided daily intervention based on targeted needs based on assessment data. All students are targeted based on individual weaknesses and strengths and the intervention is provided during a school day by highly qualified teachers and interventionists. Additionally, needs that had to be addressed with collaboration time has been accomplished through monthly PLC meetings to allow teachers time to reflect on their practice and collaborate to improve student achievement. The ongoing professional development that is based on turning high poverty schools into high performing schools and response to intervention strategies are for all staff and will directly benefit all students in all subject areas. Reading strategies that are provided for all students in order to meet our measurable objectives are implementation of the current ELA resource, Reading Wonders. Another strategy is the consistent use of formative assessment strategies and activities to give teachers immediate feedback to inform instruction. Writing strategies are closely tied to the reading program, Reading Wonders. The writing piece of Reading Wonders provides consistency between teachers and students. The use of three Title 1 para-educators and one Title 1 interventionist is governed by the qualification of students for their services based on assessment data and pre-defined indicators. Math strategies that are provided for all students in order to meet our measurable objectives that are part of our school improvement plan are the continual implementation of the conceptual math program, Math Expressions. Social Studies strategies for all students include the use of the MC3 curriculum resource.

Component 2: Schoolwide Reform Strategies

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

Conceptual math instruction is used to help all student reach math State standards. Differentiated reading instruction is used to help all student reach reading State standards. Teaching writer's workshop is used to help all students reach writing State standards.

The following information describes the strategies in the school-wide plan which focus on helping ALL students reach the State's standards:

1. Writing: Teachers will use the standards based writing component of Reading Wonders to engage students in writing for at least 45 to 60 minutes every day and provide strategic group conferencing at all grade levels. 2. Reading: Instructional staff will provide differentiated reading instruction to all students for at least 90 minutes every day. A multi-tiered system of student support will continue to be implemented K-5. Professional development will be devoted to implementing the new Reading Wonders reading program, with efficacy. 3. Math: Teachers will continue the use of the newly adopted math textbook series and resources to teach the math curriculum in a more conceptual manner for at least 60 minutes every day. This math textbook series is Math Expressions. 4. Social Studies: Teachers will use of the newly adopted social studies series and resources to teach the social studies curriculum in a more coherent manner. 5. Science: Teachers will use Just Right Instruction time and resources to supplement their science instruction. Teachers will receive training on the 8 Science and Engineering Practices as part of the Next Generation standards. Two new curriculum directors have been hired to help us focus on all students reaching the State's standards.

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).

Math Expressions, Writer's Wordshop, Structured Language, and Zoophonics at the Kindergarten level all help with the quality and quantity of instruction. These are all very successful programs that have been proven through our test scores.

The following strategies from the school-wide plan lay the foundation for the quality and quantity of instruction for ALL students.

1. Instructional staff will provide differentiated reading instruction to all students for at least 90 minutes every day. They will use the newly adopted Reading Wonders reading program in this effort. Reading Wonders is a research based resource that is aligned with the Michigan State Standards. As recently as two years ago, our district did not have a cohesive or coherent Reading textbook/resource. The introduction of common, research based material will have a significant impact in improving the ongoing reading instruction provided by our highly qualified taff.

2. Teachers will continue to use the board approved math textbook series and resources (Math Expressions) to teach the math curriculum in a more conceptual manner for at least 60 minutes every day. Similar to the reading situation, the Math Expressions resource is a research based material that is aligned with the Michigan State Standards. As previously stated, it emphasizes the conceptual approach to learning mathematics which is an area of focus on the state standardized assessment. We are confident that this approach will continue to provide a model to improve instruction.

3. Just Right Instruction, one of the building-wide MTSS models, is based on Response to Intervention research. It provides services for all students. This is a complex process, but it certainly increases instruction (30 minutes additional each day for each student) and improves instruction (data based interventions). Each month, the students take the STAR Reading Assessment. This computer based assessment identifies areas of need for each student. The students are then grouped by areas of need, and materials are gathered to provide instruction to address these areas of need. Classroom teachers are responsible for analyzing the student data, selecting the instructional materials, and

planning the scope and sequence of the instruction. This certainly meets the criteria for increasing instruction, and with individualized instruction being planned by teacher on a monthly basis, we feel strongly that instruction has been improved.

4. All special education students who generally receive resource room instruction will participate in a program that we call "double immersion" or "double dipping". In this program, these students will receive their first primary instruction during the previously mentioned mandated instructional times, and then they will travel to the resource room to receive more instruction on the same concepts from the building resource room teacher. This practice clearly increases the quantity of instruction that the student receives. The "double dipping" program also increases the quality of instruction due to the close individualization that the resource room teacher provides. The ability to coordinate this "double immersion" program is provided in our professional learning community and staff meetings, which occur monthly and weekly.

5. All students' achievement data are discussed and reviewed in monthly and weekly meetings called PLC (Professional Learning Community) meetings. Using Austin Buffum's work, Pyramid Response to Intervention, the staff participates in a continuous cycle of planning, reflecting, and revising instruction. All this work is done to increase the quality of instruction that all students receive.

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

Math Expressions and Reading Wonders align with the findings of the comprehensive needs assessment. Our greatest need over the past few years have been in these areas.

The comprehensive needs assessment showed the need for a continuation of the current MTSS. The current MTSS, Just Right Instruction, had only been in place for 1 month before the MEAP test was given. While our scores went up, we believe that even greater growth is possible with continuing the rigorous and relevant work embedded in the Just Right Instruction program. Furthermore, the comprehensive needs assessment showed that we felt our achievement gap in the area of Reading and Writing was due to the lack of defined, common, and coherent ELA curricular resource. The implementation of Reading Wonders certainly provides an affirmative answer to the three areas (definition, commonality, and coherence) that the comprehensive needs assessment identified. We believe the following research citations support our strategies as being research based: Just Right Instruction or MTSS: Pyramid Response to Intervention by Austin Buffum, Mike Mattos, Chris Weber (2009) Reading Wonders: Modeling Close Reading for Future Teachers: ELA Videos and Webinars, Janice Dole (2014) Foundational Skills K-5 Common Core State Standards By Jan Hasbrouck, Ph.D. (2012)

Academic Vocabulary Study in the CCSS: Embedded, Deep and Generative Practices By Dr. Donald R. Bear (2014)

Conceptual Math Materials/Math Expressions: How Children Learn Mathematics by A.C. Burris (2010)

Teaching Mathematics Conceptually by Concepcion Molina, EdD (2014)

Lindsey E. Richland, James W. Stigler & Keith J. Holyoak (2012): Teaching the Conceptual Structure of Mathematics, Educational Psychologist, 47:3, 189-203

Professional Development on Addressing the Needs of Economically Disadvantaged Students: How to Turn High Poverty Schools into High Performing Schools by William Parrett and Kathleen Budge (2012)

8 Science and Engineering Practices: Appendix F: Science and Engineering Practices in the NGSS by the National Research Council (2012)

MC3 (Social Studies) Curriculum Resource: Tag Archives by Write Now (2012)

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.

Math Expressions provides a level of interventions for students who need the most instructional support. Teachers pre teach math lessons and differentiate instruction to make an instructional match.

The following information details the strategies that have been implemented for students who are NOT meeting standards by content areas for which we have written goals. Specific attention has been given to detailing the timelines we use to implement the strategies for struggling students. Reading: The research based resource, Reading Wonders, is used everyday with ALL students. Those students NOT meeting standards are identified through formative and summative assessments built into this resource. The teachers attend to these students based on the assessments and differentiate accordingly. Examples of differentiating would be (but not limited to): modifying assignments, re-teaching, small group instruction, provide alternative assessments. The building-wide MTSS program, Just Right Instruction, is a fluid but leveled intervention system. Student assessment data is generated on a weekly and monthly basis. Teachers using this data move students accordingly within the levels of the Just Right Instruction program. The work is ongoing and regular throughout the course of the school year. Monthly and weekly meetings allow teachers to review the data and adjust students and instruction accordingly. Instructional Consultation (IC) is a building wide program that is available to all teachers to address those students who continue to struggle despite teacher and Title 1 interventions. It is available for all subject areas and all grades. It is an intensive collaborative effort between the teacher and a case manager.

Math: The research based resource, Math Expressions, is used everyday with ALL students. Those students NOT meeting standards are identified through formative and summative assessments built into this resource. The teachers attend to these students based on the assessments and differentiate accordingly. Examples of differentiating would be (but not limited to): modifying assignments, re-teaching, small group instruction, provide alternative assessments. We also conduct a daily, after school math "club". The students that are recommended to attend this program are recommended by the classroom teacher based off of recent math unit assessments. The teachers meet weekly to discuss and designate which students would benefit from this intervention. Instructional Consultation (IC) is a building wide program that is available to all teachers to address those students who continue to struggle despite teacher and Title 1 interventions. It is available for all subject areas and all grades. It is an intensive collaborative effort between the teacher and a case manager. Science: During our Just Right Instruction time, staff strive to use science text while teaching reading standards. As stated earlier, entrance and exit between Just Right Instructional groups is based off of weekly and monthly assessments that are give to all students. Instructional Consultation (IC) is a building wide program that is available to all teachers to address those students who continue to struggle despite teacher and Title 1 interventions. It is available for all subject areas and all grades. It is an intensive collaborative effort between the teacher and a case manager.

Social Studies: The research based resource, MC3, is used everyday with ALL students. Those students NOT meeting standards are identified through formative and summative assessments built into this resource. The teachers attend to these students based on the assessments and differentiate accordingly. Examples of differentiating would be (but not limited to): modifying assignments, re-teaching, small group instruction, provide alternative assessments. Instructional Consultation (IC) is a building wide program that is available to all teachers to address those students who continue to struggle despite teacher and Title 1 interventions. It is available for all subject areas and all grades. It is an intensive collaborative effort between the teacher and a case manager.

Writing: The research based resource, Reading Wonders, is used everyday with ALL students. This resource has a writing component built into the program. Those students NOT meeting standards are identified through formative and summative assessments built into this resource. The teachers attend to these students based on the assessments and differentiate accordingly. Examples of differentiating would be (but not limited to): modifying assignments, re-teaching, small group instruction, provide alternative assessments. Instructional Consultation (IC) is a building wide program that is available to all teachers to address those students who continue to struggle despite teacher and Title 1 interventions. It is available for all subject areas and all grades. It is an intensive collaborative effort between the teacher and a case manager. We also use the lunch period to help students that need instructional support along with after school tutoring

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

Teachers do formative and summative assessments throughout the school year. They also use the data from their quick quizzes and unit tests to see if students needs are being met. Emerson has also embraced the ICT process for over 7 years now. This year and in the upcoming year our school and the entire district will be trained in the process of RTI.

As mentioned earlier, the building-wide MTSS, Just Right Instruction Program, is based on a foundation of regular data usage and analysis. To gather this data, we use the Acadience assessment on a monthly basis to assess student understanding. In addition to these monthly assessments, each Just Right Instruction group (6 per grade level, K-5) has a weekly formative assessment. Classroom teachers monitor the weekly formative assessments and discuss the results at weekly PLC meetings that are held during the school day each week. At monthly PLC meetings, the same grade level teams combine the formative assessments with the NWEA Math and Reading testing results (more summative in nature) and adjust groups and plan instruction accordingly. It should be noted that at the weekly PLC meetings, the grade level teachers meet together with a member of our IC team as well. The IC team offers support to those students who have not responded to instruction at the classroom and JRI level. The monthly PLC meetings are attended by numerous stakeholders (classroom teachers, building principal, support staff, and special education providers). Combining the feedback of all of these individuals with the as mentioned student data allows the team to produce individualized, data based, leveled interventions for all students. Progress monitoring (formative and summative) is ongoing throughout the year, and can best be seen in the weekly and monthly PLC meetings. assessment data. Docs to document the work that is being completed. Continual assessment of this perception data as well as NWEA Reading and Math data combines to give staff an accurate and timely picture of student progress and achievement.

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?

Zero

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

Teachers have an average of 15 year's experience.

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

Emerson Elementary School (and Ionia Public Schools) participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and Instructional Consultation Teams (ICT). These programs all work toward improving and enhancing student and staff performance. Teachers are included in making decisions regarding the building school improvement plan and district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use. Teachers are also allowed to give input regarding the selection of instructional materials.

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

Emerson Elementary School (and Ionia Public Schools) participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and Instructional Consultation Teams (ICT). These programs all work toward improving and enhancing student and staff performance. Teachers are included in making decisions regarding the building school improvement plan and district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use. Teachers are also allowed to give input regarding the selection of instructional materials.

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

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The district has provided Put Reader's First as a professional development opportunity for kindergarten through fifth grade teachers. We have also begun the training for Response To Intervention Training this year. There has also been professional learning about high poverty schools and how they succeed. As noted in our CNA, our ED and Bottom 30% subgroups continue to have significant gaps as compared to all students. The Emerson staff also felt that an area of weakness on the SPR was using a variety of best practices to meet the different needs of all learners. In addition, our demographic data indicates a significant change in our student poverty level. Based on these factors, we started last school year and have continued this year with providing professional development to all staff that will help with meeting the needs of all learners. In Math,, the teaching staff continued to receive training in implementing a conceptually-based math program (Math Expressions). The implementation of this program is the strategy for the math goal (all students will be proficient in math) that is one of three academic goals listed in our building school improvement plan. Training in conceptual math instruction was listed as an activity supporting the math goal in our school improvement plan two years ago. Comprehensive needs assessment data two years ago did indicate a strong need for reform in math as our MEAP Math Test scores were lagging behind the state average. In Reading, the teaching staff received training in the essential elements of effective reading instruction and assessment (Put Readers First). Effective, differentiated reading instruction is the strategy for the reading goal (all students will be proficient in reading) that is one of three academic goals listed in our building school improvement plan. Put Readers First was listed as an activity supporting the reading goal in our school improvement plan last school year. Comprehensive needs assessment data last year (Emerson Elementary School (and Ionia Public Schools) participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and Instructional Consultation Teams (ICT). These programs all work toward improving and enhancing student and staff performance. Teachers are included in making decisions regarding the building school improvement plan and district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use. Teachers are also allowed to give input regarding the selection of instructional materials. data and 3rd Grade MEAP reading test scores) did indicate a strong need for more strategies and resources in the curricular area of reading. This school year, teaching staff were given the opportunity to become more acquainted with the Smarter Balanced Assessment which the state may be switching to for the next school year. Performance target levels on this assessment will be listed as part of the objectives under each school improvement plan goal area. Additionally, the comprehensive needs assessment showed a need for a more cohesive and aligned ELA resource. This resource, Reading Wonders, has been purchased, and the staff is receiving ongoing professional development with this resource. In addition, teaching staff will attend a presentation by Austin Buffum of Pyramid Response to Intervention to learn more regarding the proper responses and procedures when students do not learn. The action plan that is developed will include Instructional Consultation teams which is listed as an activity under each school improvement plan goal. As stated in earlier components, due to changing demographics (increase in economically disadvantaged students) the staff identified the need to receive more training in reaching students in poverty. This training is being provided by William Parrett and Kathleen Budge, authors of Turning High Poverty Schools into High Performing Schools. The first session was provided in the fall of 2014. The second session took place in February 2015. Using their research and applicable strategies, the staff hopes to better match our instruction to the current needs of our students. Science scores were noted in the CNA as being a major area of concern. Professional development will be provided to integrate the 8 Science and Engineering Practices in the Next Generation Standards. The CNA noted that the lack of a common Social Studies resource was a major area of concern.

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

Assessments are used in the Put Reader's First program to drive lessons. The Math Expressions program has had many PD day to help teachers keep the program sustained and ongoing. The district uses a Math and Reading coach to help support the classroom teachers in Reading and Math. At the Pyramid Response to Intervention training by Austin Buffum, all teaching staff will receive a copy of the book, "Pyramid Response to Intervention". Studies of this book will be held during the summer for teaching staff who want to participate. An action plan for implementing the concepts from the training and this book will be developed. Prior to the start of the next school year, this training will serve as the foundation for a professional development day with William Parrett on turning high poverty schools into high performing schools. On a monthly basis, Jefferson Elementary holds half day PLC (Professional Learning Communities) meetings. At each of these monthly meetings, time is devoted to review and reflect on the above mentioned Buffum and Parrett material. Staff are responsible for integrating the covered material into their monthly MTSS plans. The MTSS, Just Right Instruction, is an activity listed in the Emerson School Improvement Plan. Finally, Throughout the school year, curriculum meetings are held on a district level where all grade levels have time to meet and discuss current and ongoing curricular issues. These meetings include discussion and training regarding the 8 Science and Engineering Practices and the new MC3 curricular resource.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to our School Improvement Planning meetings and they are also a part of the District Wide School Improvement Team.

At least one parent who is on the Emerson School Improvement Team meets with other team members to help complete the School Ed Yes Report and to look at School Data Profile/Analysis information and update the goals, objectives, strategies, and activities of the school improvement plan. The school improvement team also plans for how Title 1 funds will be allocated/used. A parent also serves on the district school improvement team, that also includes teachers and principals from all buildings. At the district meetings the school plans are reviewed monthly and input is provided for completing the district plan. All parents are surveyed for perception data which is used to complete the School Profile/Data Analysis. The Emerson Parent Teacher Guild helps plan for how Title 1 parental involvement funds will be utilized.

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

Parents come to the District Wide School Improvement Planning meetings. At these meetings they have a vote on those programs that will be implemented throughout our district and at our school.

1. Comprehensive Needs Assessment---The Emerson School Improvement Parent Representative is part of completing the CNA as detailed in component 1. The parent is part of the planning day and participates in monthly school improvement meetings. The plan, including summary of data, is presented to the parent group at the annual meeting and they are asked for feedback. Parent perception data is collected at P/T conferences and online with survey monkey.

2. Schoolwide Reform Strategies---Parents of students that are part of interventions, strategies and programs that are part of our reform strategies are provided updates on student progress. They are asked to complete perception surveys about programs when they participate. For example, our teachers survey students and parents annually to gain insight on how to better meet the needs of the students through our building wide MTSS, Just Right Instruction.

3. Highly Qualified Staff---Parents are part of the hiring process and interviews when we make sure all staff hired are Highly Qualified. A letter is sent home to parents when we have an interim teacher in a position that is not Highly Qualified and parents are given an opportunity to request changes and/or meet with building administrators to answer questions.

4. Attract and Retain Highly Qualified Staff---Parents are part of the interview committees and process for hiring staff.

5. Professional Development---Data from parent perception surveys are used to identify needs and plan professional development for staff. Staff are given information about how to engage in effective parental involvement. The staff provides PD for parents with written information and informative nights on the curriculum. Parents are asked for feedback after the activities in order to better plan for future events.

6. Parental Involvement---As indicated in other areas of this component, parents are involved in a number of ways at Emerson. Parent volunteers organize student activities and events, parent nights are planned to inform parents about curriculum and how best to help their student, monthly newsletters are sent home, teachers provide academic information online, hard copies and with email apps, parents are surveyed at least annually for feedback, and parents give feedback on programs and services.

7. Pre-School Transition---Parents are an active part in providing information as well as there is a parent education component to help their child with readiness strategies.

8. Assessment Decisions---Parents are provided with updates on all student assessment in parent friendly language. This includes NWEA testing, WIDA Testing, MSTEP and classroom assessments.

9. Timely and Additional Assistance---Parents of students that are provided with additional assistance are provided regular updates on their
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child's progress. Information is shared on how to best meet their child's needs. They are surveyed annually to gather input to plan for the next year.

10. Coordination and Integration of Federal, State and Local Resources---Emerson Elementary is compliant with all policies and procedures involving parents for all programs. This This includes budgeting and implementing parental involvement activities, annual parent meetings perception surveys of parents, etc.

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

At the specific school improvement meetings parents are invited to attend and review the data that is collected to evaluate the programs and the schoolwide plan.

At least one parent is part of the completion of the School Ed YES Report and the updating of School Data Profile/Analysis information that specifically informs the school improvement plan. This same parent also participates when the School Process Rubrics and School Data Profile/Analysis information is used to evaluate the implementation of the strategies and the progress made on the goals of the school improvement plan. This parent who participates in this process is one of the two parents who are on the roster of the Emerson School Improvement Team which meets on a monthly basis. An Emerson parent representative is also a member of the district school improvement team that meets

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		

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

We are increasing strategies to increase parental involvement as outlined in ESEA Section 1118 with all groups of parents found in our school.

Instructional staff provide all parents with a copy of the content standards for each grade level. Students and parents are also given copies of the standards in student-friendly language ("I Can") statements at the beginning of each unit. Parent-Teacher conferences are held three times a year and teachers explain assessment data (STAR tests, unit assessments, etc.) during the conference. The Title 1 programming is explained at an annual parent meeting and information about specific programs (Just Right Instruction, After School Math program) is explained at Parent Teacher conferences and information is sent home with students. Teachers complete and send home regular progress reports and report cards are issued quarterly. Parents can access student grades online on a daily basis. Regular formative and summative assessment results are shared throughout the year with parents. A parenting class is held at least annually, to assist parents with working with their child and the school.

2. PROVIDE MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN.

The district offers a parenting class at least once a year. Several parent nights are held throughout the school year that focus on topics such as reading, math, parenting strategies, and curriculum standards. Individual parent meetings are held to help parents coordinate community and school services.

3. TRAIN STAFF TO BUILD EFFECTIVE PARENT INVOLVEMENT:

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At past Emerson staff meetings, the school improvement team has discussed and disseminated information that was gathered at a Joyce Epstein training, "The Keys to Successful School, Family, and Community Partnerships-Epstein's Six Types of Involvement." Several staff members attended a one day workshop on Epstein's parent involvement principles and facilitated learning with the whole staff. The staff reviews the parent involvement plan annually and provides feedback on planning of strategies and implementation. The school improvement team will continue to provide training at future staff meetings.

4. COLLABORATE WITH OTHER PROGRAMS TO COORDINATE PARENT INVOLVEMENT:

Emerson Elementary collaborates with other community organizations and agencies to promote family friendly activities and events which help facilitate parent involvement. The staff works regularly with Community Mental Health and Ionia County Youth Service Bureau to promote parent education classes, schedule wrap-around meetings and refer families for services. The school partners with the Ionia County Library for the summer reading program and to involve parents and students in the program. The school distributes information for the United Way. Great Start Collaborative parents and other service agencies to involve parents and families.

5. PROVIDE INFORMATION IN A FORMAT AND LANGUAGE THAT PARENTS CAN UNDERSTAND:

Emerson Elementary holds monthly Parent Teacher Guild meetings and this group is primarily parents that coordinate activities and programs for all students at Emerson Elementary. Emerson publishes a weekly newsletter with information about upcoming events, dates, activities and individual classroom information that is provided by teachers. The district employs a full time Spanish Liaison that serves as an interpreter for families when attending Parent Teacher conferences, school events or meetings. This service is utilized frequently by families.

14. PROVIDE OTHER REASONABLE SUPPORT FOR PARENT INVOLVEMENT AS PARENTS MAY REQUEST: The Emerson staff will provide other reasonable support for parent involvement as parents may request. Examples of this have included alternative times for conferences/meetings such as late evening or early morning to accommodate parent work schedules. This same pattern holds for community health meetings and special education meetings. 1118(f): PROVIDE FULL OPPORTUNITIES FOR PARTICIPATION OF PARENTS WITH LIMITED ENGLISH PROFICIENCY OR WITH DISABILITIES AND FOR PARENTS OF MIGRATORY CHILDREN: As mentioned earlier, the district employs a full-time Spanish liaison. Emerson Elementary School is a handicap-accessible facility that is fully compliant with state and federal law. Parents with disabilities have full opportunities for participation.

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

During our School Improvement Meetings we review all parts of our plan and evaluate their effectiveness. A parent will be present.

Emerson's Schedule of School, Family, and Community Partnerships is incorporated in the school improvement plan as activities that help support strategies. The school improvement team will review these activities and decide if adjustments/changes are necessary based primarily upon student achievement data and teacher/parent perception. An updated schedule will then be presented to the Emerson PTG for their input and final approval. Once approved, the Schedule of School, Family, and Community Partnerships will again be written into the updated school improvement plan as activities. Parent perception surveys are given at the conclusion of parent involvement activities, and the feedback that is received is used to plan or adjust future events. The newly updated school improvement plan will need to be approved and implemented at this school improvement staff meeting.

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

The results will look at those things that are successful and those that are not meeting our needs. A new plan will be formulated to better meet our needs.

Parent evaluations of our parent involvement activities showed that a vast majority of the attendees enjoyed the event and found it beneficial

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to their child's education. Specifically, the parents noted that the Family Math Night helped them better help their child at home with the current math program. This feedback will be used to help plan for next year's schedule of parental involvement/school improvement activities. The survey information is provided to all staff and the information is used to evaluate, adjust and plan for the school-wide program. This year we held a technology family night to help parents better understand what their children are experiencing at school.

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

The school-parent compact was reviewed and refined from a model in order to meet the needs of our school.

The school-parent compact for Emerson Elementary School was written/developed/updated at a school improvement meeting and a Parent Teacher Guild Meeting in an attempt to solicit as much parental input as possible. There is a blank "Other" line under each of the three responsibility sections (student, parent/guardian, and school & staff). The school parent compact is sent home to all parents prior to parent involvement night or fall student/parent/teacher conferences so that parents can have time to read it and add items on the "Other" line as they deem appropriate. The school-parent compact is then discussed, completed, and signed at parent involvement night or fall student/parent/teacher conferences.

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

The parent compact is reviewed and distributed at Emerson's open house. Parents then have the opportunity to discuss and make changes during a conference with staff.

The school parent compact is sent home to all parents prior to fall parent teacher conferences so that parents have time to read it and add items on the "Other" line as they deem appropriate. The school parent compact is then discussed, completed, and signed at the conferences. At all fall parent teacher conferences, time is dedicated to the review, share, and discuss the Compact on an individual, face to face basis. Copies of the compact for each parent who signed one at fall student/parent/teacher conferences are then sent home to parents as well as kept on file at the school in case it is needed for future references.

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

All parents/students are given a copy at the fall open house and during the first week of school. Parents are asked to take time to read the compact and fully understand the responsibilities of each person (parent, student, school) and to add any information they deem appropriate on the "Other" line. The compact is then collected by the child's teacher or at Parent Teacher conferences. The student's homeroom teacher keeps a copy for future reference.

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.

During conferences and at the open house teachers and hispanic liaison is available to help interpret assessment results.

Teachers complete report cards at the end of each trimester. All classroom teachers at least send home a progress report near the middle of each trimester (some teachers do a weekly or bi-weekly academic/behavior report that they send home to parents in folders).

Student/parent/teacher conferences are held in the fall and in the spring. At the fall conference, a report of progress is shared with parents while at the spring conference, parents receive the second trimester report card. The results of teacher-created summative assessments are sent home with students while some results are shared at student/parent/teacher conferences. The Assessments and Reporting schedule shows that students are administered multiple types of summative assessments (DIBELS, district writing assessments, MSTEP, MLPP, NWEA Math, NWEA Reading, and NWEA Early Literacy). Many of the results from these standardized assessments are shared with parents (either sent home or shared at student/parent/teacher conferences). An attempt is made to explain to parents assessment results in parent-friendly language. Additionally, many of these computerized tests are summarized and presented to parents in a visual form. The district employs a full-time Spanish Liaison and a high school Spanish teacher has served as an interpreter for a family at a student/parent/teacher conference in the past in order to assure that assessment results are delivered in a language the parents can understand. Every attempt is made to explain the results of assessments, standards and progress in terms that parents are able to understand. The district has a special education case manager that works with families at IEP meetings to help them understand the IEP process and their due process/rights. The special education staff provides quarterly updates on IEP goals for parents and students to ensure they understand the progress of their students.

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?

Emerson houses the preschool program. The Kindergarten classroom is available for visits throughout the school year. Emerson Elementary has also added two ECSC classrooms to the building. These are special needs students from ages 3 through 5.

Emerson Elementary School's plan for connecting with preschool-age children includes a kindergarten open house before the first day of school so that students can see their classroom and meet their teacher. Our plan also includes hosting a visit of preschool-age children of local programs who may attend Emerson in the fall. This visit is done in the spring prior to the fall arrival of the potential students. These programs may include the following: HeadStart, Young 4's, KinderStart, Early Childhood Developmentally Delayed program, Private Schools, Area Daycare Centers). The district also conducts a "Kindergarten Round-Up" event that takes place over multiple days and nights. Parents of prospective kindergarten students are invited in to any of these days to see short presentations on the programs that are offered. In addition to these presentations, the prospective students are given a brief but thorough assessment by current kindergarten teachers to assess the child's kindergarten readiness. The parents are conferences with on the results of this assessment. The parent has ample opportunity to ask any questions that he/she might have. All families leave with a "bag" of supplies to help them in their transition to kindergarten. Please note that the "bag" of supplies is individually tailored to the needs of each child as shown on the previously mentioned assessment. For example, a student who might experience difficulty with fine motor control would be given large grip crayons or large grip pencils. The plan for transitioning fifth grade students to the middle school (sixth grade) includes a school-day visitation, an evening orientation for students and parents, and a fall open house prior to the start of the school year.

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

Kindergarten round-up is provided. Kindergarten teachers present for preschool parents to inform them of the skills their children will need when they enter kindergarten. Emerson's principal went to another school to inform parent and children of the Kindergarten program. Emerson offers summer school for preschool children entering Kindergarten.

The kinderstart and kindergarten teachers have adopted/developed a common Kindergarten Readiness Assessment which will be given to students at the district-wide Kindergarten Registration which is conducted by Ionia Public Schools each spring. Children are introduced to teachers, and assessed for hearing, vision, speech, language, and overall readiness. Results are shared with parents to help them make an informed decision regarding kindergarten placement. As mentioned earlier, all students are given a "bag" of supplies that has been individually tailored to the needs of the prospective students. The contents of the "bag" directly relates to the student's performance on the readiness assessment. For example, a child that struggles with fine motor skills would receive large grip crayons or pencils to use and practice with before the start of Kindergarten. Title 1 Carryover Funds have been used to fund the attendance of incoming kindergarten students at the district's summer school program. Information that is pertinent to incoming kindergartners/preschool-age children may be listed on the Ionia Public School District Website. Please note that ALL of the above information is conducted in the Spring prior to the student's entrance to kindergarten in the fall. This allows for multiple months to occur and during that time the parents have been given assessment results to guide their efforts to prepare for kindergarten as well as supplies to conduct these efforts. Two years ago, the Assistant Superintendent wrote a grant that provided all students at the kindergarten roundup a backpack filled with age appropriate books

and materials.

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?

Currently, representatives from each grade level in reading and math are attending Hair on Fire, a program formed to implement Common Core. Teachers attending this program will create academic assessments based on the Common Core. Grade-level meetings are opportunities for input in academic assessments.

Emerson Elementary School staff has one teacher per grade level in grades K-5. Teachers have been working in district grade level groups/teams to develop common summative unit assessments. There is not yet consistency in all core areas with assessment timelines other than those dictated on the Assessments and Reporting schedule (M-Step, NWEA Reading, NWEA Early Literacy, NWEA Math, Emerson Elementary School (and Ionia Public Schools) participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and Instructional Consultation Teams (ICT). These programs all work toward improving and enhancing student and staff performance. Teachers are included in making decisions regarding the building school improvement plan and district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use. Teachers are also allowed to give input regarding the selection of instructional materials., MLPP, and Writing Samples). For the most part, teachers are free to determine the formative assessments that they use to help adjust instruction. The future goal is to develop and implement an assessment calendar that will have common unit assessment times and tools, with time to analyze and summarize the data for instructional purposes. The administrator of the building will participate in the assessment cycle planning and development. In the 2013-2014 school year, Emerson Elementary was labeled a Reward School. Part of the changes we implemented was instituting a Multi-Tiered System of Student Support throughout the K-5 classrooms. A major part of this process was using student achievement data (NWEA Reading and Formative assessments) to identify students for targeted interventions and changes in instruction. Teachers met on a weekly and monthly basis (during the school day) to review the achievement data and make instructional changes. The assessments used to help make these decisions were given on a regular monthly (NWEA) and weekly (formative assessments) basis.

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

Teachers have been working in district grade level groups/teams to develop common summative unit assessments. There is not yet consistency in all core areas with assessment timelines other than those dictated on the Elementary Assessments and Reporting Schedule (MSTEP, NWEA Reading, NWEA Early Literacy, NWEA Math, Acadience, and Writing Samples). For the most part, teachers are free to determine the formative assessments that they use to help adjust instruction. The future goal is to develop and implement an assessment calendar that will have common unit assessment times and tools, with time to analyze and summarize the data for instructional purposes. The administrator of the building will participate in the assessment cycle planning and development.

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.

Teachers identify students having academic and or behavioral difficulties that hinder their ability to master the content expectations.

Emerson Elementary School staff began implementation of the Instructional Consultation Team (ICT) intervention program at the start of the 2007-2008 school year. Through this process, teachers identify students having academic and/or behavioral difficulties mastering the content expectations. In a timely and efficient manner, the teacher and an ICT member work collaboratively to identify the best instructional strategies (the instructional match) for individual students and set goals for student achievement while the strategies are being employed. Progress monitoring of the identified student goal is collected weekly by the teacher or the case manager to ensure student and staff success. In addition to the ICT process, Emerson Elementary follows the district adopted assessment calendar to regularly give assessments (Acadience, NWEA Reading, NWEA Math) to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level. When students are identified in this manner, they are entered into the appropriate services available in the previously mentioned building-wide MTSS. Conversely, when students show on the assessments given in the district wide assessment calendar that have met or exceeded their proficiency in relation to the State's academic achievement standards they are exited out of the remediation portion of the building-wide MTSS. The district wide assessment calendar directs and schedules 10 assessment opportunities. They are the same 10 dates for all grade levels. In other words, NWEA Reading and/or Math assessments are given at commonly scheduled dates throughout the year for all grades. At this time, this fluid method of identifying students in need of supplemental help is available for all grades in the areas of reading and math. All of this data is analyzed at monthly PLC meetings that are attended by all instructional staff in the building including teachers, special education staff, interventionists, social worker, and administrators. The grouping of students and interventions planned change monthly based on need. In addition to the Just Right Instruction, listed below is a summary of interventions by core area with identification criteria: ELA: Students that score below pre-established cut lines on the STAR Reading Assessment and the Acadience assessment, do not score proficient on the previous year's MSTEP test, and receive teacher recommendation are identified as being eligible for Title 1 services. These services come in the form of the building-wide MTSS, Just Right Instruction. Exit criteria include using growth data on the STAR and/or Acadience assessments to rise above the previously mentioned cut lines. NWEA and Acadience assessment usage applies to all grades (k-5). While MSTEP assessment data only applies to grades 3-5. MATH: Students that score below 80% on unit assessments, were not proficient on the previous year's MSTEP Math assessment, receive a teacher recommendation, and are below a pre-established, standardized cut line are identified as being eligible for Title 1 services. Exit criteria include gains on new unit math assessments to push their score over the 80% cut line, as well as growth on the NWEA Math assessment to rise over the pre-established, standardized cut score.

SCIENCE: Students in grades K-5 that are not meeting benchmark standards for unit assessments in science are deemed eligible for Title 1 assistance. The cut score for these assessments is 80%. Students receive their Title 1 support in this area in the form of recess homework club. Exit criteria for this area is increased performance (above 80%) on unit assessments in science.

SOCIAL STUDIES: Students in grades K-5 that are not meeting benchmark standards for unit assessments in social studies are deemed eligible for Title 1 assistance. The cut score for these assessments is 80%. Students receive their Title 1 support in this area in the form of recess homework club. Exit criteria for this area is increased performance (above 80%) on unit assessments in social studies.

WRITING: Students in grades 3-5 that are not meeting benchmark standards on writing prompts are eligible for Title 1 assistance. These writing pieces are scored on a regular pre-determined schedule using a district consistent rubric by classroom teachers. Exit criteria would be

increased performance on subsequent writing pieces throughout the year. Students receive their Title 1 support in this area in the form of recess homework club at noon.

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?

Classroom teachers use several interventions (reteaching, repetition, retesting, hands-on activities, activities that appeal to different learning styles, use of concrete manipulatives, reading tests aloud, reducing the length of assignments, identifying and assessing only key concepts, one-on-one or small group assistance) in an attempt to meet students' individual needs within the classroom.

Other assistance provided:

Title 1 Paraprofessionals

Interventionists

AR Family Reading days

Kinderstart

Classroom teachers employ the use of several interventions (reteaching, repetition, retesting, hands-on activities, activities that appeal to different learning styles, use of concrete manipulatives, reading tests aloud, reducing the length of assignments, identifying and assessing only key concepts, one-on-one or small group assistance) in an attempt to meet students' individual needs within the classrooms.

Supplemental interventions offered for at-risk students at Emerson include: Three Title I paraprofessionals and two Title 1 teacher interventionists who are providing additional support in reading and/or in math to identified students as needed. The paraprofessionals work with all grades (k-5). The interventionists work with all grades as well (k-5). Summer school is offered to identified at-risk students for continued support in core areas. This applies to grades 1-5. As mentioned in previous questions, assistance (timely, effective and additional) is provided to Emerson students through our K-5 MTSS program. This MTSS occurs on a daily basis, and it occurs after direct, whole class instruction from the classroom teacher. As stated earlier, the regular assessments (district assessment calendar) govern the entrance and exiting of all students in this program. Recess Homework Club: This occurs on a daily basis. It is staffed by the two Title 1 interventionists. It targets grades k-5. Students can receive additional instruction and remediation in all core areas in order to successfully master the grade level content standards.

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

Additional repetition of content expectations

Learning activities that appeal to visual and kinesthetic and auditory learning styles

Cooperative grouping

Strategic partnering of students

Working memory strategies

Differentiated instructional strategies used by teachers in the classroom to meet individual students' needs include but are not limited to the following: additional repetition of content expectations, working memory strategies, learning activities that appeal to visual and kinesthetic as well as auditory learning styles, cooperative groupings, and strategic partnering of students. As mentioned in previous answers, the building wide MTSS that occurs everyday allows for highly differentiated instruction in the classroom. Every student in MTSS is receiving supplemental, differentiated instruction that is planned and designed by the classroom teacher. The MTSS instruction occurs everyday and

supplements the whole class daily instruction. The MTSS is not just a pull-out program, but instead our team of Title 1 interventionists also comes to the classroom under the supervision of the classroom teacher to work with the students.

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

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

Federal, state, and local programs and resources are coordinated and integrated through the school improvement process. The district State and Federal Coordinator facilitates the distribution of funds based on the number of at-risk students and the guidelines provide by the Michigan Department of Education. District School Improvement/Curriculum Council members guide the implementation of district level initiatives such as summer school and instructional coaching. The school improvement process is used to distribute federal resources allocations (Title 1). The school improvement team uses local and state achievement data to determine specific initiatives to implement within the school. Progress monitoring of the initiatives can occur at monthly school improvement meetings and District School Improvement/Curriculum Council Meetings.

Federal, state, and local programs and resources are coordinated and integrated through the school improvement process. The district staff member in charge of coordinating state and federal programs facilitates the distribution of funds based on the number of at-risk students and the guidelines provided by the Michigan Department of Education. District School Improvement/Curriculum Council members guide the implementation of district level initiatives such as summer school and instructional coaching. The school improvement process is used to distribute federal resource allocations (Title 1). The school improvement team uses local and state achievement data to determine specific initiatives to implement within the school. Progress monitoring of the initiatives can occur at monthly school improvement meetings and District School Improvement/Curriculum Council Meetings. At Emerson Elementary School, our programs and resources are coordinated and integrated to support the achievement of our school-wide goals. General funds from the state pay for staff (who implement the curriculum), capital expenditures, facilities, operations, and curriculum resources. These items are the foundation of all our programs. Our school and district, Ionia Public Schools, manages Title funds from the federal government. The needs of our student body(based on state and local assessment data) are at the forefront of all initiatives. Our school improvement team works together to identify the needs and effective instructional strategies that address those needs and support student growth and performance. At Emerson, our programs and resources are coordinated and integrated to support the achievement for our school-wide goals. General funds from the state pay for the staff, capital expenditures, facilities, operations and curriculum resources. These items are the foundation of all our programs. Our school and district manages title funds from the federal government.

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.

Title 1 funds are used to supplement and strengthen student growth and the achievement of our school-wide goals. The district manages the Title IIA funds giving consideration to each school's individual professional development needs. Title IIA funds are used to improve teachers' instructional practices, support reform initiative, and encourage professional growth. Title III funds are used for programs and resources to benefit English Language learners. Additional monies received from grants help to support our programs. Additional grant monies include 31a, Title IID, Safe and Drug Free Schools, Parent Teacher Guild Funds, Great Start Readiness Program (GSTP), and general funds to implement the required school-wide plan components as described in the list below. Each of these components and the programs they support are intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

1. Comprehensive Needs Assessment (School process Rubrics (40) and School Data Profile/Analysis): General Fund

2. Schoolwide Reform Strategies: General Fund
3. Instruction by Highly Qualified Professional Staff: Title IIA, General Fund
4. Strategies to Attract High-Quality Professional Staff: Title IIA, General Fund
5. High Quality and ongoing Professional Development: Title IIA, Title IID (2013-14), General Fund
6. Strategies to increase Parental Involvement: Title I
7. Preschool Transition Strategies: General Fund, GSRP
8. Teacher Participation in Making Assessment Decisions: General Fund, Title IIA
9. Timely and Additional Assistance to Student Having Difficulty Mastering the Standards: Title I, Title IIA, Special Education Funding (Ionia County Intermediate School District), 31a, Safe and drug Free Schools, General Fund
10. Coordination and integration of Federal, State, and Local Programs and Resources: Title I and General Fund

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.

Emerson is a Schoolwide Title I building. Federal, state, and local programs are used to provide services to students who need supplemental instruction to reach proficiency. Title I funds support paraeducators, teacher interventionists, summer school, extended day, and school readiness/early intervention. Support is provided to classrooms based on student needs (Title I identification sheets listing each student and the number of previously chosen qualifiers they meet) Examples of qualifiers used at different grade levels include Acadience, NWEA Reading and Math, and teacher recommendation. Classroom needs are reviewed and adjustments to the Title I paraeducator and or teacher interventionist allocations/schedules are made (if indicated by the data) when the 2nd semester assessments are given and used to update each students' Title I qualifiers. The State and Federal Programs Coordinator completes the coordination of funds in conjunction with building staff, administration, and central office staff.

Evaluation:

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

Key members of the school improvement team (Parents, teachers, other staff, and building principal meet and break into small groups to collaboratively (by consensus) score the 40 School Process Rubrics and list sources of documentation for each. The data for the School Data Profile/Analysis (which contains MSTEP, local achievement, demographic, staff, and perception data) was compiled by the principal and the school improvement committee co-chairs with the support and input from teaching staff members. The Comprehensive Needs Assessment data (40 School Process- Rubrics and School Data Profile/Analysis) was used to determine what progress has been made on the school improvement goals and what, if any, adjustments/changes need to be made on the strategies and activities. This process of studying data and adjusting/updating the school improvement plan takes place periodically throughout the school year.

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.

To evaluate the results achieved by the schoolwide program, the school improvement team will look at the total Title I student count to see if it dropped significantly four times a year. The school improvement team will also study the NWEA Reading and Math assessment results (for the whole group and disaggregated for those students who receive Title I reading and Title I math support. If the number of student who qualify for Title I is going down and the rate at which Title I students are growing academically is faster that that of non-Title I students, will be determined that the school-wide program has been effective. The MSTEP test will be given in the spring for the upcoming school year.

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.

To determine the effectiveness of the school-wide program in increasing the achievement of students who had been furthest from achieving the standards, the school improvement team will look at the total Title I student count to see if it dropped significantly from the first semester to the second semester. The school improvement team will also study the NWEA Reading and NWEA Math assessment results (for the whole group and disaggregated for those students who received title I Reading and Math support) to determine if the Title I students are achieving at a faster rate (to close the gap) then the students who do not receive Title I support. If the number of students who qualify for Title I services is going down and the rate at which Title I students are growing academically is faster than that of non-Title I students is will be determined that the school wide program has been effective.

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?

Once the comprehensive needs assessment data (School Process Rubric (40) ED Yes Report and school data profile/analysis) has been gathered and studied to determine what progress has been made on the school improvement goals, adjustments/changes are made on the school improvement strategies and activities as is dictated by the state. This process of studying data and adjusting/updating the school improvement plan is ongoing throughout the school year.

2019-2020 School Improvement Plan

Overview

Plan Name

2019-2020 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$150700
2	All students will be proficient in ELA.	Objectives: 5 Strategies: 5 Activities: 21	Academic	\$418100
3	All students will become proficient writers	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$150300
4	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$300
5	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
6	Emerson Elementary School will develop and implement an MTSS Framework	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$17500

Goal 1: All students will be proficient in math.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency by scoring an average of 70% in Mathematics by 06/03/2020 as measured by Unit Math tests.

Strategy 1:

Conceptual Mathematics Instruction - Teachers will continue to use of the adopted math textbook series and resources to teach the math curriculum in a more conceptual manner for at least 60 minutes every day.

Category:

Research Cited: Fuson, K. Kalchman, M., & Bransford, J.D. (2005). Mathematical understanding: An introduction. In M.S. Donovan and J.D. Bransford (Eds.), *How Students Learn: History, Mathematics, and Science in the Classroom* (pp.217-256). Washington DC: The National Academies Press. Burns, Marilyn. "Nine Ways: How Do We Help Floundering Students Who Lack Basic Math Concepts?" *Educational Leadership*, Nov. 2007: 16-21

Tier:

Activity - Conceptual Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Math Coherence Committee will meet regularly and provide any pertinent or necessary feedback to teaching staffs. Also, teaching staff will attend Conceptual Math Trainings when applicable and share concepts with other staff members. Conceptual math research articles may be read and discussed at staff and or school improvement meetings.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/21/2019	06/03/2020	\$700	Title II Part A	District Math Coherence Committee Members, District Curriculum Director, Teaching Staff Members
Activity - Capturing Kids' Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will continue to implement the strategies of Capturing Kids' Hearts.	Behavioral Support Program	Tier 1	Monitor	08/01/2018	06/03/2020	\$0	No Funding Required	Teachers, Principal, Interventionists, Paraprofessionals
Activity - Double Immersion of Individual Education Plan Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students that have an IEP will have direct instruction in the core areas before getting instruction in the special education classroom	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Fund	General Education teachers and special education teachers.
Activity - Pyramid Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive professional development on the use of Pyramid Response to Intervention for their classrooms.	Professional Learning	Tier 1	Implement	08/01/2018	06/03/2020	\$2000	Title II Part A	School Principal and Classroom teachers.
Activity - Just Right Instruction Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During this time (1/2 hour) each day students will receive additional assistance with areas of need in math.	Academic Support Program	Tier 2	Implement	08/01/2018	06/03/2020	\$0	General Fund	Teaching staff, paraprofessionals, and interventionist
Activity - Title I Interventionists and Paraeducators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I interventionists and Paraeducators will assist the classroom teachers in helping those not at grade level.	Academic Support Program	Tier 2	Evaluate	08/01/2018	06/03/2020	\$40000	Title I Part A	Title I Coordinator, Interventionists, and Paraeducators
Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Emerson School

The district will intervene with truant students in a timely fashion to ensure that all steps are taken to get them back to regular attendance.	Policy and Process, Behavioral Support Program, Other - Truancy, Parent Involvement	Tier 3	Monitor	08/01/2018	06/03/2020	\$35000	Title I Part A	Building Principals, Counselors
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Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to the use of the Math Expressions program and resources to teach the math curriculum in a conceptual manner to all students for at least 60 minutes every day and lead students in the process of self-assessing their progress on each learning target for each unit.	Materials, Direct Instruction	Tier 1	Monitor	08/01/2018	06/03/2020	\$10000	General Fund	Teachers, principal

Measurable Objective 2:

100% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on the NWEA Math Test in Mathematics by 06/03/2020 as measured by a years growth or student score is at or above the grade level.

Strategy 1:

Conceptual Mathematics Instruction - Teachers will continue the use of the adopted math textbook series and resources to teach the math curriculum in a more conceptual manner for at least 60 minutes every day.

Category:

Research Cited: Fuson, K. Kalchman, M., & Bransford, J.D. (2005). Mathematical understanding: An introduction. In M.S. Donovan and J.D. Bransford (Eds.), How Students Learn: History, Mathematics, and Science in the Classroom (pp. 217-256) Washington DC: The National Academies Press. Burns, Marilyn. "Nine Ways: How Do We Help Floundering Students Who Lack Basic Math Concepts?" Educational Leadership, Nov. 2007: 16-21

Tier:

Activity - Title 1 Paraeducators and/or Title 1 Teacher Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Paraeducators and/or Title 1 Teacher Interventionists will provide preteaching, reteaching, and/or additional practice to students who are below proficiency.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$28000	Title I Part A	K-5th Grade Teachers, Title 1 Paraeducators, and/or Title 1 Teacher Interventionist

School Improvement Plan

Emerson School

Activity - Truancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will intervene with truant students in a timely fashion to ensure that all steps are taken to get them back into regular attendance.	Policy and Process, Behavioral Support Program, Other - Attendance, Parent Involvement	Tier 3	Getting Ready	08/01/2018	06/03/2020	\$35000	Title I Part A	Building Principals, Counselors, Truancy Officer

Measurable Objective 3:

A 5% increase of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in math achievement in Mathematics by 06/03/2020 as measured by the state-mandated state assessment Third, Fourth, and Fifth Grade Math Tests..

Strategy 1:

Conceptual Mathematics - Teachers will continue the use of the Math Expressions program and resources to teach the math curriculum in a conceptual manner to all students for at least 60 minutes every day and lead students in the process of self-assessing their progress on each learning target for each unit.

Category: Mathematics

Research Cited: Fuson, K. Kalchman, M., and Vransford, J.D. (2005). Mathematical understanding: An introduction. In M.S. Donovan and J.D. Bransford (Eds.) , How Students Learn: History, Mathematics, and Science in the Classroom (pp. 217-256). Washington DC: The National Academies Press. Burns, Marilyn. "Nine Ways: How Do We Help Floundering Students Who Lack basic Math Concepts? Educational Leadership, Nov. 2007: 16-21

Tier: Tier 1

Activity - Double Immersion of Individual Education Plan Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to receiving math lessons at their instructional level in the resource room. Individual Education Plan students will have their schedules adjusted so that they also receive additional math instruction in the general education classroom at their grade level	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	No Funding Required	Teachers, Resource Room Teacher

Goal 2: All students will be proficient in ELA.

Measurable Objective 1:

A 50% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency as shown by improvement from an at risk category to at least one level above that category. in English Language Arts by 06/03/2020 as measured by DIBELS Composite.

School Improvement Plan

Emerson School

Strategy 1:

Supplemental and Differentiated Reading Instruction - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 15 to 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Category: English/Language Arts

Research Cited: Hargis, Charles H., Terhaar-Yonkers, Marge, Williams, Patricia Couch, and Reed, Melissa Testerman. "Repetition Requirements for Word Recognition." Journal of Reading, January 1988: 320-327. Breznitz, Zvia. "Increasing First Graders' Reading Accuracy and Comprehension by Accelerating Their Reading Rates." Journal of Educational Psychology, 1987: 236-242 Scheffel, Deborah L., Shaw, Jack C., and Shaw, Rose. "The Efficacy of a Supplementary Multisensory Reading Program for First-Grade Student." Journal of Reading Improvement, 2008

Tier: Tier 1

Activity - Capturing Kids' Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will continue to implement the strategies of Capturing Kids' Hearts	Behavioral Support Program	Tier 3	Monitor	08/01/2018	06/03/2020	\$0	No Funding Required	Teachers, Principal, Interventionists, and Paraprofessionals

Activity - Family Academics Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Academics Night will be scheduled once per month during the calendar year. These nights will provide the opportunity for students to read to/with their parents and earn Accelerated Reader points by taking computerized tests or other academic activities. Refreshments will be served and child care will be provided. Books will be given to all those who attend.	Parent Involvement	Tier 1	Monitor	08/01/2018	06/03/2020	\$4000	Title I Part A	Teachers, Principal, PTG, Support Staff

Activity - After School Intervention Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to complete homework and receive instruction after school with an Interventionist	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$4000	Title I Part A	Principal, teaching staff, and interventionist

School Improvement Plan

Emerson School

Activity - Learning A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 staff will utilize Learning A-Z products during small group RTI time.	Materials	Tier 2	Implement	08/01/2018	06/01/2019	\$3500	Title I Part A	Instructional Staff, Building Administrators
Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students to set and monitor individual Accelerated Reader Goals appropriate to student ability.	Academic Support Program, Supplemental Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$2000	General Fund	Teachers, Principal, Support Staff
Activity - Individual Reading Plans For K-3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Reading Plans will be developed for any kindergarten, first, second, and third graders who show that they have reading deficiencies on the fall reading assessments/screening. These plans will be provided within 30 days after the assessments and communicated to parents within 60 days.	Academic Support Program	Tier 2	Implement	06/01/2018	06/03/2020	\$100	General Fund	K-3rd Grade Teachers, Title 1 Paraeducators and/ or Title 1 Teacher interventionists, Principal
Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA is a testing and screening program used for identifying strengths and weaknesses with a child's reading levels.	Academic Support Program	Tier 1	Implement	08/01/2018	06/03/2020	\$1000	General Fund	Classroom teachers and administrator

School Improvement Plan

Emerson School

Activity - Heggerty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program provides small group instruction for fluency reading comprehension, and vocabulary. The staff uses this in both normal classroom activities and during JRI time.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$20000	Title II Part A	Teachers, Paraprofessionals, Interventionist, Literacy Coach, Principal

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Section 31a	Principal

Measurable Objective 2:

A 5% increase of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in achievement in English Language Arts by 06/03/2020 as measured by the state-mandated assessment for Third, Fourth, and Fifth Grade.

Strategy 1:

Supplemental and Differentiated Reading Instruction at Emerson - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 15 to 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Category: English/Language Arts

Research Cited: Hargis, Charles K., Terhaar-Yonkers, Marge, Williams, Patricia Couch, and Reed, Melissa Testerman. "Repetition Requirements for Word Recognition." Journal of Reading, January 1988:320-327 Brenitz, Zvia. "Increasing First Graders' Reading Accuracy and Comprehension by Accelerating Their Reading Rates." Journal of Educational Psychology, 1987: 236-242 Scheffel, Deborah L., Shaw, Jack C., and Shaw, Rose. "The efficacy of a Supplementary Multisensory Reading Program for First-Grade Students." Journal of Reading Improvement, 2008

Tier: Tier 1

Activity - Double Immersion of Individual Education Plan Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to receiving reading lessons at their grade-level in the general education classroom, Individual Education Plan students will have their schedules adjusted so that they also receive additional reading instruction at their instructional level in the resource room classroom.	Direct Instruction	Tier 2	Monitor	08/01/2018	06/03/2020	\$0	No Funding Required	Teachers, Resource Room Teacher

School Improvement Plan

Emerson School

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Section 31a	Principal

Measurable Objective 3:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/03/2020 as measured by the state-mandated assessment for Third, Fourth, and Fifth grade .

Strategy 1:

Differentiated and Supplemental Reading Instruction at Emerson - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 15 to 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Category: English/Language Arts

Research Cited: Hargis, Charles H., Terhaar-Yonkers, Marge, Williams, Patricia Couch, and Reed, Melissa Testerman. "Repetition Requirements for Word Recognition." Journal of Reading, January 1988: 320-327 Brenitz,Zvia. "Increasing First Graders' Reading Accuracy and Comprehension by Accelerating Their Reading Rates."Journal of Educational Psychology, 1987:236-242 Scheffel, Devorah L., Shaw, Jack C., and Shaw, Rose."The Efficacy of a Supplementary Multisensory Reading Program for First-Grade Students."Journal of Reading Improvement, 2008

Tier: Tier 1

Activity - ECRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECRI (Enhanced Core Reading Instruction) is a Tier 1 and Tier 2 instruction/intervention that teaching phonemic awareness and instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$5000	General Fund	Teachers, Interventionist, Paraprofessional, Literacy Coach, Principal

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Section 31a	Principal

School Improvement Plan

Emerson School

Measurable Objective 4:

100% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on the NWEA in English Language Arts by 06/03/2020 as measured by a year's growth on growth targets..

Strategy 1:

Differentiated and Supplementary Reading Instruction - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 15 to 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Category: English/Language Arts

Research Cited: Hargis, Charles H., Terhaar-Yonkers, marge, Williams, Patricia Couch, and Reed, Melissa Testerma. "Repetition Requirements for Word Recognition." Journal of Reading, January 1988:: 320-327 Grenitz, Zvia. "increasing First Graders' Reading Accuracy and Comprehension by Acceleration Their Reading Rates." Journal of Educational Psychology, 1987: 236-242 Scheffel, Deborah L., Shaw, Rose. "the Efficacy of a Supplementary Multisensory Reading Program for first-Grade Students." Journal of Reading Improvement, 2008

Tier: Tier 1

Activity - Title 1 Paraeducators and/or Title 1 Teacher Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Paraeducators and/or Title 1 Teacher Interventionists will provide small group supplemental reading instruction (using Reading Wonders Tier 2 materials, Structured Language/Orton-Gillingham, Read Naturally, Sprint Plus, Great Leaps, Guided Reading, etc.) to students who are below proficiency in reading.	Academic Support Program	Tier 2	Monitor	06/01/2018	06/03/2020	\$50000	Title I Part A	K-5th Grade Teachers, Title 1 Paraeducators and/or Title 1 Teacher Interventionists
Activity - Just Right Instruction Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 1/2 hour a day of instructional time for support in reading	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$0	General Fund	Teaching Staff, Interventionists, and Paraeducators
Activity - Learning A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Emerson School

K - 5 staff will utilize Learning A-Z products during small group RTI time.	Materials	Tier 2	Implement	08/01/2018	06/03/2020	\$3500	Title I Part A	Instructional Staff, Building Administrators
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Activity - ECRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECRI (Enhanced Core Reading Instruction) is a Tier 1 and Tier 2 instruction/intervention that teaching phonemic awareness and instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$5000	General Fund	Teachers, Interventionist, Paraprofessionals, Principal

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Section 31a	Principal

Measurable Objective 5:

100% of All Students will demonstrate a proficiency by improving the class average by 2 points on the fifteen point rubric in Writing by 06/03/2020 as measured by the District Writing Prompt.

Strategy 1:

Reading Wonders Writing Program - Teachers will use the writing component of the Reading Wonders program to engage students in writing and provide strategic group conferencing as prescribed at each grade level in Reading Wonders program.

Category: English/Language Arts

Research Cited: Hargis, Charles H., Terhaar-Yonkers, Marge, Williams, Patricia Couch, and Reed, Melissa Testerman. "Repetition Requirements for Word Recognition." *Journal of Reading*, January 1988: 320-327. Breznitz, Zvia. "Increasing First Graders' Reading Accuracy and Comprehension by Accelerating Their Reading Rates." *Journal of Educational Psychology*, 1987: 236-242 Scheffel, Deborah L., Shaw, Jack C., and Shaw, Rose. "The Efficacy of a Supplementary Multisensory Reading Program for First-Grade Student." *Journal of Reading Improvement*, 2008

Tier: Tier 1

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Reading Wonders writing curriculum.	Direct Instruction	Tier 1	Implement	08/01/2018	06/01/2019	\$0		Teachers, Support Staff

School Improvement Plan

Emerson School

Activity - Published Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples and highlighted instructional strategies will be published in the classrooms or newsletters at the end of each quarter.	Academic Support Program	Tier 1	Implement	08/01/2018	06/01/2019	\$0		Teachers
Activity - Title 1 Paraeducators and/or Teachers and students and students as needed.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators an/or Interventionists will work to support students that are at risk in writing.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/01/2018	06/01/2019	\$0		Title 1 Paraeducators, Interventionist, K-5 teachers, and Principal

Goal 3: All students will become proficient writers

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the fifteen point rubric in English Language Arts by 06/03/2020 as measured by a classroom average of at least a two point increase..

Strategy 1:

Reading Wonders Writing Program - Teachers will use the writing component of the Reading Wonders program to engage students in writing and provide strategic group conferencing as a prescribed at each grade level in Reading Wonders program

Category: English/Language Arts

Research Cited: Calkins, Lucy. Units of Study for Teaching Writing, Grades 3-5, New Hampshire: Heinemann, 2003 Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988)

Ehri, Dreyer, Flugman, and Gross (2007)

(p. 441). O'Connor, Bel, Harty, Larkin, Sackor, and Zigmond (2002)

Tier: Tier 1

Activity - Published Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples and highlighted instructional strategies will be published in the classrooms or newsletters at the end of each quarter	Parent Involvement	Tier 1	Implement	08/01/2018	06/03/2020	\$300	General Fund	K-5th Grade Teachers

School Improvement Plan

Emerson School

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Section 31a	Principal
Activity - Title 1 Paraeducators and/or Teacher Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraeducators and/or Interventionists will work to support students that are at risk in writing	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$70000	Title I Schoolwide	Title 1 Paraeducators, Interventionists, K-5 teachers, and principal
Activity - Direct Grammar Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use daily, direct grammar instruction to help instruct students and gather data for further instruction. (Reading Wonders)	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Fund	Classroom teachers
Activity - Writing in Science and Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include writing activities in the core areas of Science and Social Studies.	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Fund	Classroom Teachers
Activity - Reading Wonders Writing Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Writing Activities provided through the Reading Wonders Series	Academic Support Program	Tier 1	Monitor	08/01/2018	06/03/2020	\$0	General Fund	Teaching Staff and Interventionists

Goal 4: All students will be proficient in science.

Measurable Objective 1:

School Improvement Plan

Emerson School

A 5% increase of Fifth grade students will demonstrate a proficiency achievement in science in Science by 06/03/2020 as measured by the 5th grade state-mandated assessment.

Strategy 1:

Next Generation Science Standards - Teachers will begin learning about the 8 Science and Engineering Practices and how to incorporate them into their current science curriculum/instruction.

Category: Science

Research Cited: Quinn, Helen, Schweingruber, Heidi, and Keller, Thomas. A Framework for k-12 Science Education. Washington, D.C.; National Academies Press, 2012

Tier: Tier 1

Activity - Writing to Learn in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in writing to learn, analyze, and apply science concepts.	Direct Instruction	Tier 1	Monitor	09/04/2017	06/03/2020	\$0	No Funding Required	Teaching staff and principal
Activity - Science Curriculum Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science Curriculum Committee will study and compare the next Generation Science Standards with the current science curriculum	Professional Learning	Tier 1	Monitor	09/04/2017	06/03/2020	\$300	General Fund	Teaching staff, Curriculum Director
Activity - 8 Science and Engineering Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the 8 Science and Engineering Practices into their lessons.	Direct Instruction	Tier 1	Getting Ready	09/04/2017	06/03/2020	\$0	General Fund	Classroom Teachers
Activity - Informational text use in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expand the use of informational text through the use of the Reading Wonders Program	Academic Support Program	Tier 1	Monitor	09/04/2017	06/03/2020	\$0	General Fund	Teachers, Interventionists, Paraeducators, Principal

Goal 5: All students will be proficient in Social Studies.

Measurable Objective 1:

A 10% increase of Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in social studies in Social Studies by 06/03/2020 as measured by the fifth grade state Social Studies Test.

Strategy 1:

MC3 Social Studies Curriculum - Teachers will begin implementation of the updated MC3 Social Studies Curriculum using the district-provided materials/resources.

Category: Social Studies

Research Cited: MC3 Social Studies Curriculum as provided be the State of Michigan

Tier: Tier 1

Activity - Social Studies Curriculum Committe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teachers will meet to update the Social Studies Curriculum as it pertains to each grade level.	Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Fund	Principals and classroom teachers

Activity - Writing to Learn in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use in writing to learn in Social Studies to direct student learning.	Direct Instruction	Tier 1	Implement	09/04/2017	06/03/2020	\$0	General Fund	Classroom Teachers

Activity - Informational Text in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expand the use of informational text by using the Reading Wonders program as a source.	Academic Support Program	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Fund	Teachers, Interventionists, paraeducators, Principal

Goal 6: Emerson Elementary School will develop and implement an MTSS Framework

Measurable Objective 1:

School Improvement Plan

Emerson School

100% of All Students will demonstrate a behavior that is consistent with the positive behavior expectations of Emerson Elementary School in Career & Technical by 06/03/2020 as measured by MIBLISI, PSC Tiered Fidelity Inventory.

Strategy 1:

MIBLISI - Emerson Elementary will provide administrators and building leadership team members training and coaching support to effectively implement universal supports for an integrated reading and behavior MTSS model.

Category: School Culture

Research Cited: Journal of Research in Character Education, 9(1), 2011, pp. 57-69 Copyright 2011 Information Age Publishing, Inc. Cornelius-White,

J. (2007). Learn

Tier: Tier 1

Activity - Cohort 2 Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary School will participate in MIBLISI readiness activities.	Policy and Process, Academic Support Program, Behavioral Support Program, Professional Learning, Parent Involvement	Tier 1	Implement	01/01/2018	06/03/2020	\$5000	Title II Part A	Internal coach, external coach, staff members, administration

Activity - Positive School Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will implement tier 1 PSC with fidelity as measured by a score of 70% or higher on the Positive School Climate tiered fidelity inventory by spring of 2018. This will result in a decrease of office discipline referrals by spring 2020.	Policy and Process, Academic Support Program, Behavioral Support Program, Parent Involvement, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$5000	Title II Part A	Internal coach, external coach, staff members, building leadership team

School Improvement Plan

Emerson School

Strategy 2:

Student and Family Engagement - Emerson Elementary staff members will continue to implement strategies to connect parents, students, and staff. This will make an impact on student motivation toward learning.

Category: Other - Student and Family Engagement

Research Cited: Journal of Research in Character Education, 9(1), 2011, pp. 57-69 Copyright 2011 Information Age Publishing, Inc. Cornelius-White, J. (2007). Learner-Centered Teacher Student Relationships Are Effective: A Meta-Analysis. Review of Educational Research, 77(1), 113–143.

Tier: Tier 1

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary School will continue to hold an open house at the beginning of each year in order to better connect student, parents, and community members to its staff and teachers.	Community Engagement, Parent Involvement, Teacher Collaboration	Tier 1	Monitor	08/01/2017	06/03/2020	\$2000	Title I Part A	All Emerson Elementary staff

Activity - Scheduled Parent/Student/Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emerson Elementary will continue to schedule parent/student/teacher conferences.	Academic Support Program, Behavioral Support Program, Parent Involvement, Teacher Collaboration	Tier 1	Monitor	08/01/2018	06/03/2020	\$500	Title I Part A	All Emerson Elementary staff

Activity - Guest Speakers and Special Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Emerson School

Emerson Elementary School staff will invite guest speakers from the community and beyond to talk to our students about making good choices, discovering careers, setting goals, and building community awareness.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program, Extra Curricular, Community Engagemen t, Parent Involvement, Teacher Collaborati on	Tier 1	Implement	08/01/2018	06/03/2020	\$5000	Title I Part A	All Emerson Elementary staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cohort 2 Readiness	Emerson Elementary School will participate in MIBLSI readiness activities.	Policy and Process, Academic Support Program, Behavioral Support Program, Professional Learning, Parent Involvement	Tier 1	Implement	01/01/2018	06/03/2020	\$5000	Internal coach, external coach, staff members, administration
Conceptual Math Training	The District Math Coherence Committee will meet regularly and provide any pertinent or necessary feedback to teaching staffs. Also, teaching staff will attend Conceptual Math Trainings when applicable and share concepts with other staff members. Conceptual math research articles may be read and discussed at staff and or school improvement meetings.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/21/2019	06/03/2020	\$700	District Math Coherence Committee Members, District Curriculum Director, Teaching Staff Members
Pyramid Response to Intervention	Teachers will continue to receive professional development on the use of Pyramid Response to Intervention for their classrooms.	Professional Learning	Tier 1	Implement	08/01/2018	06/03/2020	\$2000	School Principal and Classroom teachers.
Heggerty	This program provides small group instruction for fluency reading comprehension, and vocabulary. The staff uses this in both normal classroom activities and during JRI time.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$20000	Teachers, Paraprofessional, Interventionist, Literacy Coach, Principal

School Improvement Plan

Emerson School

Positive School Climate	Emerson Elementary will implement tier 1 PSC with fidelity as measured by a score of 70% or higher on the Positive School Climate tiered fidelity inventory by spring of 2018. This will result in a decrease of office discipline referrals by spring 2020.	Policy and Process, Academic Support Program, Behavioral Support Program, Parent Involvement, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$5000	Internal coach, external coach, staff members, building leadership team
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach	Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Principal
Literacy Coach	Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Principal
Literacy Coach	Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Principal
Literacy Coach	Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Principal
Literacy Coach	Emerson Elementary will implement the use of a full-time literacy coach in order to provide literacy instruction to both teachers and students, model lessons, and facilitate small group instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$80000	Principal

No Funding Required

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

Emerson School

Capturing Kids' Hearts	Staff members will continue to implement the strategies of Capturing Kids' Hearts.	Behavioral Support Program	Tier 1	Monitor	08/01/2018	06/03/2020	\$0	Teachers, Principal, Interventionists, Paraprofessionals
Double Immersion of Individual Education Plan Students	In addition to receiving math lessons at their instructional level in the resource room. Individual Education Plan students will have their schedules adjusted so that they also receive additional math instruction in the general education classroom at their grade level	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	Teachers, Resource Room Teacher
Capturing Kids' Hearts	Staff members will continue to implement the strategies of Capturing Kids' Hearts	Behavioral Support Program	Tier 3	Monitor	08/01/2018	06/03/2020	\$0	Teachers, Principal, Interventionists, and Paraprofessionals
Writing to Learn in Science	Teachers will engage students in writing to learn, analyze, and apply science concepts.	Direct Instruction	Tier 1	Monitor	09/04/2017	06/03/2020	\$0	Teaching staff and principal
Double Immersion of Individual Education Plan Students	In addition to receiving reading lessons at their grade-level in the general education classroom, Individual Education Plan students will have their schedules adjusted so that they also receive additional reading instruction at their instructional level in the resource room classroom.	Direct Instruction	Tier 2	Monitor	08/01/2018	06/03/2020	\$0	Teachers, Resource Room Teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Paraeducators and/or Title 1 Teacher Interventionists	Title 1 Paraeducators and/or Title 1 Teacher Interventionists will provide preteaching, reteaching, and/or additional practice to students who are below proficiency.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$28000	K-5th Grade Teachers, Title 1 Paraeducators, and/or Title 1 Teacher Interventionist

School Improvement Plan

Emerson School

Scheduled Parent/Student/Teacher Conferences	Emerson Elementary will continue to schedule parent/student/teacher conferences.	Academic Support Program, Behavioral Support Program, Parent Involvement, Teacher Collaboration	Tier 1	Monitor	08/01/2018	06/03/2020	\$500	All Emerson Elementary staff
Guest Speakers and Special Programs	Emerson Elementary School staff will invite guest speakers from the community and beyond to talk to our students about making good choices, discovering careers, setting goals, and building community awareness.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program, Extra Curricular, Community Engagement, Parent Involvement, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$5000	All Emerson Elementary staff
Truancy Officer	The district will intervene with truant students in a timely fashion to ensure that all steps are taken to get them back to regular attendance.	Policy and Process, Behavioral Support Program, Other - Truancy, Parent Involvement	Tier 3	Monitor	08/01/2018	06/03/2020	\$35000	Building Principals, Counselors
Title 1 Paraeducators and/or Title 1 Teacher Interventionists	Title 1 Paraeducators and/or Title 1 Teacher Interventionists will provide small group supplemental reading instruction (using Reading Wonders Tier 2 materials, Structured Language/Orton-Gillingham, Read Naturally, Sprint Plus, Great Leaps, Guided Reading, etc.) to students who are below proficiency in reading.	Academic Support Program	Tier 2	Monitor	06/01/2018	06/03/2020	\$50000	K-5th Grade Teachers, Title 1 Paraeducators and/or Title 1 Teacher Interventionists

School Improvement Plan

Emerson School

Open House	Emerson Elementary School will continue to hold an open house at the beginning of each year in order to better connect student, parents, and community members to its staff and teachers.	Community Engagement, Parent Involvement, Teacher Collaboration	Tier 1	Monitor	08/01/2017	06/03/2020	\$2000	All Emerson Elementary staff
After School Intervention Club	Students will be able to complete homework and receive instruction after school with an Interventionist	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$4000	Principal, teaching staff, and interventionist
Family Academics Night	Family Academics Night will be scheduled once per month during the calendar year. These nights will provide the opportunity for students to read to/with their parents and earn Accelerated Reader points by taking computerized tests or other academic activities. Refreshments will be served and child care will be provided. Books will be given to all those who attend.	Parent Involvement	Tier 1	Monitor	08/01/2018	06/03/2020	\$4000	Teachers, Principal, PTG, Support Staff
Truancy	The district will intervene with truant students in a timely fashion to ensure that all steps are taken to get them back into regular attendance.	Policy and Process, Behavioral Support Program, Other - Attendance, Parent Involvement	Tier 3	Getting Ready	08/01/2018	06/03/2020	\$35000	Building Principals, Counselors, Truancy Officer
Learning A-Z	K - 5 staff will utilize Learning A-Z products during small group RTI time.	Materials	Tier 2	Implement	08/01/2018	06/03/2020	\$3500	Instructional Staff, Building Administrators
Learning A-Z	K-5 staff will utilize Learning A-Z products during small group RTI time.	Materials	Tier 2	Implement	08/01/2018	06/01/2019	\$3500	Instructional Staff, Building Administrators
Title I Interventionists and Paraeducators	The Title I interventionists and Paraeducators will assist the classroom teachers in helping those not at grade level.	Academic Support Program	Tier 2	Evaluate	08/01/2018	06/03/2020	\$40000	Title I Coordinator, Interventionists, and Paraeducators

School Improvement Plan

Emerson School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Paraeducators and/or Teacher Interventionists	Paraeducators and/or Interventionists will work to support students that are at risk in writing	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$70000	Title 1 Paraeducators, Interventionists, K-5 teachers, and principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Curriculum Committee	District teachers will meet to update the Social Studies Curriculum as it pertains to each grade level.	Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$0	Principals and classroom teachers
Science Curriculum Committee	The Science Curriculum Committee will study and compare the next Generation Science Standards with the current science curriculum	Professional Learning	Tier 1	Monitor	09/04/2017	06/03/2020	\$300	Teaching staff, Curriculum Director
Informational text use in Science	Teachers will expand the use of informational text through the use of the Reading Wonders Program	Academic Support Program	Tier 1	Monitor	09/04/2017	06/03/2020	\$0	Teachers, Interventionists, Paraeducators, Principal
Double Immersion of Individual Education Plan Students	Students that have an IEP will have direct instruction in the core areas before getting instruction in the special education classroom	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	General Education teachers and special education teachers.
Informational Text in Social Studies	Teachers will expand the use of informational text by using the Reading Wonders program as a source.	Academic Support Program	Tier 1	Implement	08/01/2018	06/03/2020	\$0	Teachers, Interventionists, paraeducators, Principal

School Improvement Plan

Emerson School

Just Right Instruction Time	During this time (1/2 hour) each day students will receive additional assistance with areas of need in math.	Academic Support Program	Tier 2	Implement	08/01/2018	06/03/2020	\$0	Teaching staff, paraprofessionals, and interventionist
Just Right Instruction Time	Students will receive 1/2 hour a day of instructional time for support in reading	Academic Support Program	Tier 2	Monitor	08/01/2018	06/03/2020	\$0	Teaching Staff, Interventionists, and Paraeducators
ECRI	ECRI (Enhanced Core Reading Instruction) is a Tier 1 and Tier 2 instruction/intervention that teaching phonemic awareness and instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$5000	Teachers, Interventionist, Paraprofessional, Literacy Coach, Principal
Published Works	Student writing samples and highlighted instructional strategies will be published in the classrooms or newsletters at the end of each quarter	Parent Involvement	Tier 1	Implement	08/01/2018	06/03/2020	\$300	K-5th Grade Teachers
8 Science and Engineering Practices	Teachers will implement the 8 Science and Engineering Practices into their lessons.	Direct Instruction	Tier 1	Getting Ready	09/04/2017	06/03/2020	\$0	Classroom Teachers
NWEA Testing	NWEA is a testing and screening program used for identifying strengths and weaknesses with a child's reading levels.	Academic Support Program	Tier 1	Implement	08/01/2018	06/03/2020	\$1000	Classroom teachers and administrator
Individual Reading Plans For K-3	Individual Reading Plans will be developed for any kindergarten, first, second, and third graders who show that they have reading deficiencies on the fall reading assessments/screening. These plans will be provided within 30 days after the assessments and communicated to parents within 60 days.	Academic Support Program	Tier 2	Implement	06/01/2018	06/03/2020	\$100	K-3rd Grade Teachers, Title 1 Paraeducators and/or Title 1 Teacher interventionists, Principal
Writing in Science and Social Studies	Teachers will include writing activities in the core areas of Science and Social Studies.	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	Classroom Teachers
Reading Wonders Writing Activities	Teachers will use the Writing Activities provided through the Reading Wonders Series	Academic Support Program	Tier 1	Monitor	08/01/2018	06/03/2020	\$0	Teaching Staff and Interventionists

School Improvement Plan

Emerson School

Math Expressions	Teachers will continue to the use of the Math Expressions program and resources to teach the math curriculum in a conceptual manner to all students for at least 60 minutes every day and lead students in the process of self-assessing their progress on each learning target for each unit.	Materials, Direct Instruction	Tier 1	Monitor	08/01/2018	06/03/2020	\$10000	Teachers, principal
Direct Grammar Instruction	Teachers will use daily, direct grammar instruction to help instruct students and gather data for further instruction. (Reading Wonders)	Direct Instruction	Tier 1	Implement	08/01/2018	06/03/2020	\$0	Classroom teachers
Accelerated Reader Goals	Teachers will guide students to set and monitor individual Accelerated Reader Goals appropriate to student ability.	Academic Support Program, Supplemental Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/01/2018	06/03/2020	\$2000	Teachers, Principal, Support Staff
Writing to Learn in Social Studies	Classroom teachers will use in writing to learn in Social Studies to direct student learning.	Direct Instruction	Tier 1	Implement	09/04/2017	06/03/2020	\$0	Classroom Teachers
ECRI	ECRI (Enhanced Core Reading Instruction) is a Tier 1 and Tier 2 instruction/intervention that teaching phonemic awareness and instruction.	Academic Support Program	Tier 1	Implement	08/19/2019	06/03/2020	\$5000	Teachers, Interventionist, Paraprofessional, Principal