



# **School Improvement Plan**

**Frank E. Weiss Elem. School**

**Gibraltar School District**

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**Weiss Spring 2019 SIP**

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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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We updated Goals and Plans in Assist and added career model requirements.	

# **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 developed by the school improvement team including our parent representatives. The CNA process was conducted by reviewing parent, staff, and student survey data, school demographics, system processes, Title I surveys, protocols and practices, instructional programming, student achievement data, determining the bottom 30 through professional learning communities and continually reviewing this data across time through re-evaluation. Achievement data was dis-aggregated by subgroups included students with disabilities, as well as economically disadvantaged and EL student data. Gap analysis was used to identify areas of need as well as their causes.

Our school improvement team meets throughout the school year to review data with grade levels in a data team review format. Data reviewed includes NWEA, MI School Data, BAA, AESOP, Mi-STAR DNA, and our own internal data collection system. Our team relayed information and reviewed data as an ongoing practice through data teams. Staff looked for themes and connections. They then prioritized the areas of greatest need and developed goals, strategies and activities that supported students. Additionally, the team completes each spring, the ED YES report and SIP team leaders communicated that information to staff at staff meetings to ensure that all stakeholders are involved in the process.

After evaluating our bottom 30 using M-STEP, NWEA, Universal Reading Screening and for grades K-5 scores we have determined there is a need for support in reading. We analyzed the F & P growth for Kindergartners and determined the bottom groups that need support with LLI. All teachers work with guided reading strategies using the resources of Jan Richardson and Footprints literacy program. In the last several years, we have also used Fountas and Pinnell and LLI with our struggling readers.

This year our effect size of students receiving LLI intervention as a part of their IRIP plans resulted in an Effect Size=1.28. This was an increase on .3 in effect size from last year. In regards to effect size 0.4 proves an average effect size while, 0.8 and above proves a large effect size. We will continue to evaluate and monitor this progress. Through the continued professional development of readers workshop, guided reading strategies, LLI, and running records on the fly we expect to see our student achievement improve. Our work in science will also continue with the latest changes and revisions to science curriculum and our continued work with STEM.

Additionally, what our team found through the CNA process:

1. We found that through implementation of the SIS math training sessions along with the math expressions and essential work. 100 % of our classrooms showed highly effective growth based on our district evaluation rubric. Teachers are meeting often and driving instruction based on pre- and post data.
2. We also found that through our F and P testing that 100% of our students made gains in reading skills and that 91 % made a full year's worth of growth in grades K-5.
3. Our team found that our economically disadvantaged students fell below non-economically disadvantaged students in the area English/Language Arts on the 2018 M-Step. The results show that 46% of our 3rd grade students are economically disadvantaged. Of these students 42% of these students were proficient or advanced on the 2018 M-STEP. However 55 % of our non-economically disadvantaged were proficient. This shows a 13% difference between these subgroups.

The results show that 48% of our 4th grade students are economically disadvantaged. Of these students of these students 17% were proficient or advanced on the 2018 M-STEP. However 50% of our non-economically disadvantaged were proficient. This shows a 33% difference between these subgroups.

The results show that of our 5th grade students 48% economically disadvantaged. Of these students 33% of these students were proficient or advanced on the 2018 M-STEP. However of our non-economically disadvantaged 35% were proficient. This shows a 2% difference between these subgroups..

4. Our team found that our Title I Programs use of LLI with RISE and Jan Richard's strategies for students on IRIP's effect size to be :1.28

As we reviewed our data and developed our student assistance model, our process included review of the following data:

Children who are eligible for Reading Intervention/IRIP plans are selected through various testing results (1) NWEA assessment, (2) Universal Reading Screeners, and (3)Fountas & Pinnell Benchmark Assessments. However, Kindergarten take the Fountas & Pinnell Letter and Letter Sound Identification Screener in lieu of the F&P Benchmark Assessment. Children who are eligible for Math Intervention are selected through various testing results such as: (1)NWEA Assessments, (2) Universal Screener as well as (3)Math Essentials pre & post assessment scores, which are provided by the teacher. Parents are encouraged to attend and share in the interventions for their children whenever possible.

Students are selected from testing results on MEAP, NWEA, F&P, Universal screeners summative and formative assessment information.

The assessments are administered by classroom teachers, Title I teachers, and/or other academic specialists. The assessments are given at detailed intervals to identify children who are failing to meet the benchmarks for achievement.

## **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?**

We concluded through our Ed Yes Report that we need to improve in the areas of Standard 1 Indicator 1: Alignment. Assessments such as the NWEA, Fountas & Pinnell, and pre and post tests are yielding conflicting information to the M-STEP. According to M-STEP data, in the areas of ELA, Math, Social Studies, and Science, gains have either not been made or minimal gains have been made.

Through the use of Math Expressions and the Jan Richardson's Guided Reading Model, there is alignment across grade levels and accommodations for different learners. Other subject areas, such as Science rely on the teacher's professional decisions to instruct, adapt, and assess.

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The Fountas & Pinnell reading assessment results yielded differing information. 100% of students at Weiss in the 2018-2019 school year have made growth. Additionally, we have made gains in Social Studies through the adoption of MC3. This year we adopted Fountas and Pinnell benchmark assessments and began work on guided reading strategies using the resources of Jan Richardson. In the last several years, we have also used Fountas and Pinnell and LLI with our struggling readers. Last year our effect size was .99. Through the continued professional development of readers workshop, guided reading strategies, LLI, and running records on the fly, we expect to see our student achievement continue to improve. Our effect size is now 1.28. Our work in science will also continue with the latest changes and revisions to science curriculum and our continued work with STEM.

Additionally, we concluded through data gathered from our Ed Yes Report, Standard 5, Indicator O, that while we have opportunity for leadership and our characteristics are identified as being present, we need to increase a number of areas of evidence, specifically the mentoring process for new hires or teachers assuming a new position. A district committee has been formed and is working toward implementing a measurable plan for new teachers or teachers in new positions in the district.

The Weiss Elementary Improvement Team developed our school improvement goals by looking at the following types of data: Student Achievement, Perception Data, Program Data, and Demographic Data.

### Reading:

State law now mandates that all students leaving third grade must be grade level proficient in the area of literacy. We have identified students who need intervention and have observed trends in recent years in M-STEP results that show declining proficiency levels, specifically in third grade. In general, these results strongly conflict with other assessments administered, such as the NWEA, F&P, and Math Essentials.

One trend we discovered is that in the past 3 years, the 3rd grade has shown an increase in reading proficiency level. In 2015-2016, the 3rd graders proficiency level was at 43%, in 2016-2017, the proficiency level was 41%, and in 2017-2018 the proficiency level was 49%. Fourth graders proficiency level was at 43%, in 2016-2017, the proficiency level was 30%, and in 2017-2018 the proficiency level was 34%. Fourth grade has shown a decreasing trend with reading proficiency. Fifth graders proficiency level was 27% in 2015-16 the proficiency level was 52% in 2016-2017, the proficiency level was 34% in 2017-18. This 5th grade data is inconclusive.

We also looked at NWEA data looking for three year trends in Reading and discovered consistent results as it pertains to student proficiency; whereas, the M-STEP shows declining and/or inconsistent results regarding student proficiency.

Kindergarten - MEAN RIT score: , Fall 2016-2017 (142), Fall 2017-2018 (N/A) Fall 2018-2019 (139.0)

First Grade - MEAN RIT score: Fall 2016-2017 (163), Fall 2017-2018 (160.9) Fall 2018-2019 (160.2)

Second Grade - MEAN RIT score: Fall 2016-2017 (178), Fall 2017-2018 (178.7) Fall 2018-2019 (177.3)

Third Grade - MEAN RIT score: Fall 2016-2017 (186), Fall 2017-2018 (191.7) Fall 2018-2019 (187.3)

Fourth Grade - MEAN RIT score: Fall 2016-2017 (191), Fall 2017-2018 (196.2) Fall 2018-2019 (197.3)

Fifth Grade - MEAN RIT score: Fall 2016-2017 (202), Fall 2017-2018 (198.7) Fall 2018-2019 (200.5)

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### Writing:

In writing, we use the MAISA units. Every grade level has narrative, opinion, and informational writing units, where post assessment scores are documented on grade-level report cards. An area of improvement is that we are not housing pre and post assessment data; rather just post data, which makes measuring growth an impossibility. This will be a targeted area of improvement in years to come.

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### Math:

We also looked at NWEA data looking for three year trends in Math and discovered consistent results as it pertains to student proficiency; whereas, the M-STEP shows declining and/or inconsistent results regarding student proficiency.

Kindergarten - MEAN RIT score: Fall 2016-2017 (140.7), Fall 2017-2018 (N/A) Fall 2018-2019 (134.7)

First Grade - MEAN RIT score: Fall 2016-2017 (161), Fall 2017-2018 (162.8) Fall 2018-2019 (160.1)

Second Grade - MEAN RIT score: Fall 2016-2017 (182), Fall 2017-2018 (180.1) Fall 2018-2019 (181.8)

Third Grade - MEAN RIT score: Fall 2016-2017 (192), Fall 2017-2018 (189.7) Fall 2018-2019 (186.5)

Fourth Grade - MEAN RIT score: Fall 2016-2017 (199), Fall 2017-2018 (198.3) Fall 2018-2019 (202.3)

Fifth Grade- MEAN RIT score: Fall 2016-2017 (205), Fall 2017-2018 (205.3) 2018-2019 (204.5)

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### Science:

When reviewing our Science Achievement Data, we concluded there were several challenges: The district has not identified a curriculum tool/series to teach/measure NGSS/GLCE standards, teachers are supplementing science across the content areas, specifically in reading and writing. An increase in differentiated science texts for each grade-level will help to seize the challenge of time spent in the subject area. We continue utilizing Project Based Learning, Engineering is Elementary Curriculum, and the new STEM/Tech special for students. These are shifts in instruction and their impact will be seen on future assessments. This year, the district piloted the science portion of M-STEP. This may serve as a measurement tool in the future if testing continues. Also, the district is seeking to adopting a defined science curriculum.

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### Social Studies:

When reviewing our Social Studies Achievement Data, we concluded there were several challenges: M-STEP results in grade 5 have shown inconsistent results. The measurement of MC3 learning objectives met are monitored only through post unit assessments and are reported using MiStar and grade level report cards.

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The School Improvement Team also looked at the following Demographic Data:

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### Kindergarten

White: 16 female, 13 male

Hispanic: 2 female, 4 male

African American: 3 female, 7 male

Asian: 1 female

2 or more races: 2 male

### Grade 1

White: 19 female, 16 male

Hispanic: 3 female, 5 male

African American: 3 female, 4 male

2 or more races: 1 male, 1 female

### Grade 2

Alaskan/American Indian:

White: 17 female, 22 male

Hispanic: 2 female, 10 male

African American: 3 female, 3 male

Asian: 2 female

2 or more races: 1 male, 1 female

### Grade 3

Alaskan/American Indian:

White: 23 female, 12 male

Hispanic: 3 male, 3 female

African American: 5 female, 4 male

Asian:

### Grade 4

Alaskan/American Indian:

White: 19 female, 15 male

Hispanic: 1 female, 2 male

African American: 2 female, 4 male

Asian: 1 female

### Grade 5

Alaskan/American Indian: 1 female

White: 14 female, 19 male

Hispanic: 4 female, 1 male

African American: 2 female, 5 male

2 or more races: 3 male, 1 female

Asian: 1 male

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The School Improvement Team also looked at student truancy data and compared it to NWEA & MSTEP data to determine if there was a correlation between excessive absences and school achievement.

The data pointed to a direct connection between significant absences and poor performance.

Of the 295 students who attend Weiss, 54 students (16%) have had 10 or more absences during the school year. These students consistently score worse on our local and state wide assessments.

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According to our students perception data the overall highest level of satisfaction among students include:

In reviewing our perception data: staff, students and stakeholders showed an overall positive perception of our school and its climate.

According to our parent survey the overall highest level of satisfaction among parents includes:

My child's school is focused on learning  
94% of parents agree with this statement.

My child knows what he/she is supposed to be learning  
90% of parents agree

My parent knows behavior PBIS expectations while at school  
95 % of parents agree with this statement

My child's school holds high expectations for students  
92% agree with this statement

My child is treated with respect at school by peers  
89% of parents agree

My child is treated with respect at school by adult staff  
84% parents agree with this statement.

Leadership at my child's school is visible and responsive to my child's needs  
91% parents agree with this statement

My child's school is preparing him/her for the future  
94% parents agree with this statement

My Child's teachers use different ways to help him/her learn?

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92% agree with this statement

My child knows how to set goals to improve his/her learning.

85% agree with this statement

My child knows how to get extra help at school and or receives extra help at school.

76% agree with this statement

My child knows at least one adult in the school that cares about them

99% agree with this statement

My child has friends at school.

96% agree with this statement

Our parent/guardian perception data indicates that there is a high level of satisfaction across many areas.

Within the following questions every single participant of the survey said they agreed or strongly agreed with the statements provided:

According to our Teacher/Staff Perception Data the overall highest level of satisfaction among teachers/staff include:

Our school's purpose statement is clearly focused on student success. 89% of teachers agree with this statement.

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. 45% of teacher's agree with this statement.

Our school's purpose statement is based on shared values and beliefs that guide decision making. 89% of teachers agree with this statement

Our school's purpose statement is supported by policies and practices adopted by the school board. 89% of teachers agree with this statement.

Our school has a continuous improvement process bases on data, goals, actions, and measures of growth. 78% of teachers agree with this statement.

Our school's governing body or school board complies with all policies. Procedures, laws, and regulations. 86% of teachers agree.

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of leadership. 86% of teachers agree with this statement,

Our school's leaders support an innovative and collaborative culture. 93% of teachers agree with this statement.

Our school's leaders expect staff to hold all students to high academic standards. 86% of teachers agree with this statement.

Our school's leaders hold themselves accountable for student learning. 88% of teachers agree with this.

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Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. 88% of teachers agree with this statement.

Our school's leaders ensure all staff members use supervisory feedback to improve student learning. 94% of teachers agree with this statement.

Our school's leaders engage effectively with all stakeholders about the school's purpose and direction. 80% of teachers agree with this statement,

Our school's leaders provide opportunities for all stakeholders to be involved in the school. 86% of teachers agree with this statement,

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. 71% of teachers agree with this.

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. 71% of teachers agree with this statement.

All teachers in our school personalize instructional strategies and interventions to address learning needs of students. 78% of teachers agree with this statement.

All teachers in our school regularly use instructional strategies that require students collaboration, self-reflection, and development of critical thinking skills. 79% of teachers agree with this statement.

All teachers in our school use a variety of technologies as instructional resources. 78% of teachers agree with this statement.

All teachers in our school use a process to inform students of their learning expectations and standards of performance, 86% of teachers agree with this statement,

All teachers in our school provide students with specific and timely feedback about their learning. 64% of teachers agree with this statement.

All teachers in our school use multiple types of assessment to modify instruction and to revise the curriculum. 71% of teachers agree with this statement.

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. 86% of teachers agree with this statement.

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade level and content areas. 79% of teachers agree with this statement.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning. 43% of teachers agree with this statement.

In our school, challenging curriculum, and learning experiences provide equity for all students in the development of learning, thinking, and life skills. 93% of teachers agree with this statement,

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In our school, related learning support services are provided for all students based on their needs. 79% of teachers agree with this statement.

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. 79% of teachers agree with this statement.

In our school all staff members use student data to address the unique learning need of all students. 79% of teachers agree with this statement.

In our school, staff members provide peer coaching to students. 71% of teachers agree with this statement.

In our school, a formal process is in place to support new staff members in their professional practice. 29% of teachers agree with this statement,

In our school, all staff members participate in continuous professional learning based on identified needs of the school. 79% of teachers agree with this statement.

In our school, a professional learning program is designed to build capacity among all professional and support staff members. 50% of teachers agree with this statement,

In our school, all school personnel regularly engage families in their children's learning progress. 71% of teachers agree with this statement,

Our school provides qualified staff members to support student learning., 86% of teachers agree with this statement,

Our school provides instructional time and resources to support our school's goals and priorities. 79% of teachers agree with this statement,

Our school provides sufficient material resources to meet student needs, 79% of teachers agree with this statement,

Our school provides protected instructional time. 86% of teachers agree with this statement,

Our school provides a variety of information resources to support student learning. 78% of teachers agree with this statement.

Our school provides a plan for the acquisition and support of technology to support student learning. 86% of teachers agree with this statement. 86% of teachers agree with this statement.

Our school provides a plan for the acquisition and support of technology to support the school's operational needs. 79% of teachers agree with this statement.

Our school provides high quality student support services. 29% of teachers agree with this statement.

Our school provides opportunities for students to participate in activities that interest them. 79% of teachers agree with this statement.

Our school maintains facilities that contribute to a safe environment. 93% of teachers agree with this statement.

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Our school uses multiple assessment measurements to determine student learning and school performance. 93% of teachers agree with this statement.

Our school employs consistent assessment measures to determine student learning and school performance. 93% of teachers agree with this statement.

Our school has a systematic process for collecting, analyzing, and using data. 78% of teachers agree with this statement.

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. 72% of teachers agree with this statement.

Our school uses data to monitor student readiness and success at the next level. 78% of teachers agree with this statement.

Our school leaders monitor data related to student achievement, 76% of teachers agree with this statement.

Our school leaders monitor data related to school continuous improvement goals. 86% of teachers agree with this statement.

In reviewing this data we found that our student and parent surveys were extremely positive. In the parent surveys the only question that stood out was about our purpose statement ("Our school's purpose statement is clearly focused on student success" and "Our school's purpose statement is formally reviewed and revised with involvement from parents.")

We need to make a conscious effort to avoid educational jargon and put information into family friendly language. Overall, our staff surveys were positive. The only negative outlier had to do with counseling services. Our district does not have a comprehensive guidance model K-12. Though we would love to have a counselor/ social worker assigned specifically to our building; we must utilize the limited services available to us, and look for grant and agency availability.

These challenges are addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year. Additionally, we will use the parent improvement plan and use PLC time to remind teachers to avoid educational jargon when communicating to parents.

### **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.**

We examine our student achievement data in the 4 core areas through a combination of National, State and Local data sources. We then review general data, sub group data, and individual data to identify strengths and weaknesses. After we identify gaps and deficiencies we look to best practices to determine our goals.

Below is a list of our goals including how they were selected:

Reading Goal:

Students will meet or exceed State standards in Reading.

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State assessment ( M-STEP) over the past few years, indicates that our ELA scores are declining/inconsistent across grade levels 3-5. State law now mandates that all students leaving third grade must be grade level proficient in the area of literacy. We have identified students who need intervention and have observed trends in recent years in M-STEP results that show declining proficiency levels, specifically in third grade. In general, these results strongly conflict with other assessments administered, such as the NWEA, F&P, and Math Essentials.

One trend we discovered is that in the past 2 years, the 3rd grade has shown an increase in reading proficiency level. In 2015-2016, the 3rd graders proficiency level was at 43%, in 2016-2017, the proficiency level was 48%. Fourth and fifth grades have shown some inconsistency in proficiency on the state wide test, going up and down in a two year period.

We also looked at NWEA data looking for three year trends in Reading and discovered positive results as it pertains to student proficiency; whereas, the M-STEP shows declining and/or inconsistent results regarding student proficiency.

Kindergarten - MEAN RIT score: Fall 2015-2016 (144.2), Fall 2016-2017 (142), Fall 2017-2018 (N/A)

First Grade - MEAN RIT score: Fall 2015-2016 (161), Fall 2016-2017 (163), Fall 2017-2018 (160.9)

Second Grade - MEAN RIT score: Fall 2015-2016 (176), Fall 2016-2017 (178), Fall 2017-2018 (178.7)

Third Grade - MEAN RIT score: Fall 2015-2016 (182), Fall 2016-2017 (186), Fall 2017-2018 (191.7)

Fourth Grade - MEAN RIT score: Fall 2015-2016 (191), Fall 2016-2017 (191), Fall 2017-2018 (196.2)

Fifth Grade- MEAN RIT score: Fall 2015-2016 (199), Fall 2016-2017 (202), Fall 2017-2018 (198.7)

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### Writing Goal:

Students will meet or exceed State Standards in Writing.

In writing, we use the MAISA units. Every grade level has narrative, opinion, and informational writing units, where post assessment scores are documented on grade-level report cards. An area of improvement is that we are not housing pre and post assessment data; rather just post data, which makes measuring growth an impossibility. This will be a targeted area of improvement in years to come.

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### Math Goal:

Students will meet or exceed State Standards in Math.

One trend we discovered is that in the past 3 years, the 3rd-5th grades has shown a decline or inconsistencies in math proficiency level. In 2015, the 3rd graders proficiency level was at 60%, in 2016, the proficiency level was 42.4%, and in 2017 the proficiency level was 37.5%. In the past 3 years, the 4th grade has shown inconsistencies in math proficiency level. In 2015, the 4th graders proficiency level was at 43.9%, in 2016, the proficiency level was 29.3%, and in 2017 the proficiency level was 33.3%. In the past 3 years, the 5th grade has shown inconsistencies in math proficiency level. In 2015, the 5th graders proficiency level was at 41.8%, in 2016, the proficiency level was 21.4%,

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and in 2017 the proficiency level was 35.9%.

We also looked at NWEA data looking for three year trends in Math and discovered positive results as it pertains to student proficiency; whereas, the M-STEP shows declining and/or inconsistent results regarding student proficiency.

Kindergarten - MEAN RIT score: Fall 2015-2016 (144.2), Fall 2016-2017 (140.7), Fall 2017-2018 (N/A)

First Grade - MEAN RIT score: Fall 2015-2016 (162), Fall 2016-2017 (161), Fall 2017-2018 (162.8)

Second Grade - MEAN RIT score: Fall 2015-2016 (181), Fall 2016-2017 (182), Fall 2017-2018 (180.1)

Third Grade - MEAN RIT score: Fall 2015-2016 (185), Fall 2016-2017 (192), Fall 2017-2018 (189.7)

Fourth Grade - MEAN RIT score: Fall 2015-2016 (193), Fall 2016-2017 (199), Fall 2017-2018 (198.3)

Fifth Grade- MEAN RIT score: Fall 2015-2016 (203), Fall 2016-2017 (205), Fall 2017-2018 (205.3)

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### Science:

Students will meet or exceed State Standards in Science.

When reviewing our Science Achievement Data, we concluded there were several challenges: The district has not identified a curriculum tool/series to teach/measure NGSS/GLCE standards, teachers are supplementing science across the content areas, specifically in reading and writing. An increase in differentiated science texts for each grade-level will help to seize the challenge of time spent in the subject area. We continue utilizing Project Based Learning, Engineering is Elementary Curriculum, and the new STEM/Tech special for students. These are shifts in instruction and their impact will be seen on future assessments. This year, the district piloted the science portion of M-STEP. This may serve as a measurement tool in the future if testing continues. Also, the district is seeking to adopting a defined science curriculum.

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### Social Studies Goals:

Students will meet or exceed State Standards in Social Studies.

When reviewing our Social Studies Achievement Data, we concluded there were several challenges: M-STEP results in grade 5 have shown inconsistent results. The measurement of MC3 learning objectives met are monitored only through post unit assessments and are reported using MiStar and grade level report cards.

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Another goal our committee developed includes:

Economically Disadvantaged Students (receiving free/reduced lunch), as a subgroup, receive more intervention services than their counterpart. Of 137 students on the Free/Reduced lunch program, 42% receive academic intervention services outside of their general education classroom. Of the 158 students not receiving free/reduced lunch, 50% receive academic intervention services outside of their general education classroom.

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

Our goals address student needs through a review of our collective student achievement data. We plan for all of our students and then implement additional focus for those students not meeting grade level proficiency standards. As outlined in our goals, we then utilize the resources of tiered instruction with progress monitoring to check for attainment.

Our teachers use formative and summative assessments to provide specific interventions to students based on needs of the whole school population. As a part of our PLCs, we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

School-wide interventions for the 2018-2019 school year include both reading and math intervention programs.

Special recognition is paid to meeting the needs of children who are disadvantaged in a variety of ways including: Tier I and II Feedback Interventions In the Classroom (Differentiated Instruction) by subject area and grade level:

Kindergarten:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Literacy footprints for guided reading.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Social Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

1st Grade:

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Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses. Literacy footprints for guided reading.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, hands-on project-based learning, immediate feedback responses.

Social Studies- small group instruction, assignments given orally and visually, hands-on project-based learning, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing. Literacy footprints for guided reading.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction. Literacy footprints for guided reading

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading and Math- manipulatives, multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

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Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, ), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

## **Component 2: Schoolwide Reform Strategies**

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

We believe that all strategies and programs that we have implemented will help all students to succeed and to address their needs as learners. Our Title I Intervention team, our math curriculum, MC3 total adoption, implementation of the Jan Richardson Model of guided reading, and the formation of a literacy plan district wide will benefit our students. Additionally, the ongoing data meetings has been continued this year to help us target the instructional needs of our students. Specifically, our work on targeting students below grade level in reading proficiency.

Our goals address student needs through a review of our collective student achievement data. We plan for all of our students and then implement additional focus for those students not meeting grade level proficiency standards. As outlined in our goals, we then utilize the resources of tiered instruction with progress monitoring to check for attainment.

Our teachers use formative and summative assessments to provide specific interventions to students based on needs of the whole school population. As a part of our data meetings, we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

The following information details strategies which focus on helping ALL students to reach the State's standards. (separated by grade-levels and subject areas)

#### Kindergarten:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Literacy footprints for guided reading.

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring.

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring.

Social Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring.

#### 1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses. Literacy footprints for guided reading.

Writing- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- small group instruction, assignments given orally and visually, hands-on project-based learning, immediate feedback responses.

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Social Studies- small group instruction, assignments given orally and visually, hands-on project-based learning, immediate feedback responses.

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing. Literacy footprints for guided reading.

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction. Literacy footprints for guided reading

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

4th Grade:

Reading and Math- manipulatives, multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

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Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, ), reader's theater

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

### **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).**

Multiple research-based methods in the school-wide plan will increase the quality and quantity of instruction in order to accelerate and enrich the curriculum.

Teachers and staff regularly make a conscious effort to increase the quantity of instruction. In order to improve quantity of instruction teachers and staff will be able to review student data in our Data teams and plan for students as a result of these in-depth strategy discussions. Our teams meet consistently and determine instructional strategies that will address the needs of our students. They also develop assessments, both formative and summative, that provide them with timely information to make decisions on classroom practices.

Our I-RIP Data teams outline and track student progress. Together our educators develop plans that work for our students. We are monitoring the IRIPS often with data team meetings and adjusting instruction as needed.

Quality instruction is provided by our teachers and staff to stay current and updated through research-based methods and strategies to

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provide quality learning opportunities. Currently we have had up to date training with the experts in:

Math Expressions- Common Core based curriculum (Teachers grades K-5)

Strategic Intervention Solutions- (Teachers grades K-5)

Guided Reading based on best-practice methodologies with Jan Richardson (Teachers grades K- 5th)

Technology training at MACUL

Fountas and Pinnell Benchmark Assessment- Special Education and Interventionist (formally trained, then trained all teachers grades K-5)

CPI training by school secretary, our librarian, our speech pathologist, classroom aide, first grade teacher

Running Records on the Fly

Literacy coaching

Project Based Learning

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We developed a new schedule for students in which we have intervention times for students by grade-level throughout the week as well as some common planning time to increase the quantity of service time for push in and pull out support.

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

The strategies of our plan have been developed to address individual and group needs as a result of careful review and analysis. We reviewed our trend data, reviewed student individual assessments and kept current with the professional resources available to us. Collectively, we have found common themes and procedures for improving instruction. We have have received coaching in the areas of literacy and math supports this year.

The following process has been developed to identify students having difficulties mastering the standards within each grade-level and subject area:

English Language Arts/Reading

Grade Span: K-5th Grade

Identification/Criteria for Selection:

There are two-district assigned IRIP windows. The first is October-January and the second is January-May. Three necessary data pieces must confirm the students' eligibility for IRIP services/interventions.

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 30th Percentile, A SWAT team at beginning of the year targets letters and sounds. Letters and sounds universal screener, phonological awareness assessment, and the 3rd screener is the NWEA, which becomes available in January for our Kindergarten students. Exit Criteria- Fountas and Pinnell Reading Level checkpoints have been established: November (B) January-March (C) May-June (D) and NWEA Normative Targets for Reading: January (151) May (157.7)

First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 30 Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-

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June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 30th Percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (J) November (K) January-May (L) June (M) and NWEA Normative Targets for Reading- September (175.9) January (183.6) May (189.6).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 30th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

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### Writing

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection: (What will the teacher do?)

Kindergarten: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language

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and vocabulary, and conventions.)

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### Math

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

First Grade: Identification Criteria - Math intervention will be based on teacher-driven pre/post assessments, teacher referrals, and NWEA Growth and RIT Score below 10th percentile. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade: Identification Criteria - Math intervention will be based on teacher-driven pre/post assessments, teacher referrals, and NWEA Growth and RIT Score below 10th percentile. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - Math intervention will be based on teacher-driven pre/post assessments, teacher referrals, and NWEA Growth and RIT Score below 10th percentile. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade: Identification Criteria- Math intervention will be based on teacher-driven pre/post assessments, teacher referrals, and NWEA Growth and RIT Score below 10th percentile. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5).

Fifth Grade: Identification Criteria- Math intervention will be based on teacher-driven pre/post assessments, teacher referrals, and NWEA Growth and RIT Score below 10th percentile. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221).

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### Science

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

First Grade- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Second Grade- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going

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but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fourth Grade- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Fifth Grade- Identification Criteria- Students who score below 60% per unit assessment (aligned with the Michigan Science GLCE's, NGSS, and Common Core State Standards) will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

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### Social Studies

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

First Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Second Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Third Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fourth Grade: Identification Criteria- Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Fifth Grade: Identification Criteria-Students scoring below 60% on the Gibraltar School District Class A assessment based on the MC3 Social Studies curriculum will be identified for classroom intervention on a case-by-case basis per unit of instruction. Exit Criteria- Classroom interventions are ongoing but can be minimized as student performance improves

Students are monitored consistently throughout year depending on the subject area and the assessment tool(s) being used.

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

Within our schoolwide plan, we will continue to deliver instruction that is tailored to meet the needs of our students. Some children, will need specific one-on-one and small group instruction through our Intervention support personnel (including our building interventionists, special education teachers, speech/language pathologists, and paraprofessionals), and/or classroom teachers as determined by using benchmark data and advisement from the IRIP/Data teams. For the student who excels and needs enrichment, additional resources and programs will also be available to them, such as extension activities and the increased incorporation of higher order thinking questions. The staff at Weiss use Tier I and Tier II Interventions to support student achievement within the classroom.

Tier II interventions take place in an intervention time block. Most students are identified to receive support within the first 2 weeks of school. IRIP interventions and special education services are provided in addition to the Tier 1 supports made available in the general education classroom setting.

Students who are identified are given additional, in-class support for Mathematics. Those who continue to struggle with these in-class concepts can receive interventions with pull out or push-in assistance, supported by our paraprofessional support staff.

Students' individual needs are addressed through differentiated instruction by their classroom teacher in the following ways:

Tier I Interventions: (Differentiated Instruction) provided by the classroom teacher (these interventions are provided in the general education classroom to students and can be considered as Tier I or Tier II interventions):

Kindergarten:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, parent involvement

Writing- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement.

Math- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, parent involvement, Compass Learning

Science- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, parent involvement, Engineering is Elementary, Project-Based Learning

Social Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, parent involvement, Project-Based Learning

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### 1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Writing- small group instruction such as shared writing and dictated writing, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses, Compass Learning

Science- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses, Engineering is Elementary, Project-Based Learning

Social Studies- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses, Project-Based Learning

### 2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, Paired Sharing

Writing - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing.

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, Paired Sharing, Compass Learning

Science - Peer Tutoring, Ability-Appropriate Reading Assignments, Paired Sharing, Engineering is Elementary, Project-Based Learning

Social Studies - Peer Tutoring, Ability-Appropriate Reading Assignments, Paired Sharing, Project-Based Learning

### 3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, Small Group Instruction

Writing - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction.

Math - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, Small Group Instruction, Compass Learning

Science - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, Small Group Instruction, Engineering is Elementary, Project-Based Learning

Social Studies - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, Small Group Instruction, Project-Based Learning.

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### 4th Grade:

Reading- manipulatives, technology, multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps, Compass Learning

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps, Engineering is Elementary, Project-Based Learning.

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBiSkid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps, Project-Based Learning

### 5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P), reader's theater,

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement, Compass Learning

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, assignment re-submission, movement, singing, hands-on learning, study games, Engineering is Elementary, Project-Based Learning

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning, Project-Based Learning

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Tier II Interventions Supervised by Title I Coordinator and provided by the classroom teacher and/or paraprofessionals and the Intervention Specialists.

Kindergarten Interventions:

Combination of in-class supports and pull out targeted math. Leveled Literacy Instruction, Word Study, Fountas & Pinnell vocabulary, SWAT squad provided support for letter recognition and sounds (phonemic awareness), Zoo phonics practices were also used,

1st - 5th Grade Interventions:

Combination of in-class supports and small group leveled literacy guided reading groups, Signs for Sounds, Weekly Running Records, Chart Songs, Literacy Logs and Zoophonics. Targeted math interventions: manipulatives, Multiplication & Fast-Fact Charts

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Tier III Special Education Supports- provided by: the resource room teacher, speech pathologist, and general education teachers.

Reading- One-on-one teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Writing- One-on-one teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Math- One-on-one teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Science- One-on-one teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

Social Studies- One-on-one teaching, small group instruction, test-read, phonics based instruction, conferencing feedback, guided notes, proximity, theraband (sensory input/output), whisper-phone, Word Processing Assistive Technology / Strategies, Guided Writing.

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

The school uses multiple assessments to determine the needs of students are being met. Tools being used include, F and P benchmark testing, NWEA, classroom assessments and observations. Evaluation of the programs and activities will be evaluated during the school year through analysis and at the end of the school year through benchmark testing, pre and post testing and perception data.

Through our IRIP/Data teams, we will closely monitor and review student achievement data. We have available to us Fountas and Pinnell benchmark data, NWEA data, and by fall of this coming year, we should also have our third set of MStep data. Additionally, we are able to utilize Math Expressions- Think Central data, Math Essentials, pre/post writing assessments, and MC3 Assessment data.

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Tier II interventions take place simultaneously in the classroom, provided by the classroom teacher, and through the structured Title program. Most students are chosen for inclusion in the program in a timely manner (starting on the second day of school and throughout the first two weeks of the school year) using a universal screening process. A leveled literacy program is provided for all students who do not pass the benchmark reading level.

Students who are identified are given additional push in/pull out support for Mathematics. Those who continue to struggle with these in-class concepts, then receive small group support through focus math grade level intervention.

Students individual needs are addressed through differentiated instruction by their classroom teacher in the following ways:

Tier 2 Feedback Interventions In the Classroom (Differentiated Instruction)

Tier I Interventions: (Differentiated Instruction) provided by the classroom teacher (these interventions are provided in the general education classroom to students and can be considered as Tier I or Tier II interventions):

### Component 3: Instruction by Highly Qualified Staff

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Weiss had teacher turnover this year. A teacher has been transferred to the STEM/TECH position this year. We also have a new social worker, a new special education teacher, a new speech pathologist, a new gym teacher, and a new principal. Most of the staff has been in place for over five years.

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

At the end of the 2017-2018 school year:

3 teachers have been teaching for 0-3

3 teachers have been teaching for 4-8 years

10 teachers have been teaching for 9-15 years

4 teachers have been teaching for over 15 years

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

Our PBIS program, IRIP program, Project-Based Learning, Engineering is Elementary, and School-wide 1:1 Technology continue to draw our teaching staff in and prevent turnover. As a building our climate of shared leadership and mutual respect help us to work together to provide an exemplary learning community.

Weiss also retains its teachers through a common belief system that we are here for our students. We engage in programs that help the community through Project-Based Learning (assisted animal shelter, created clothing donation center, installed a water bottle refilling station to prevent plastic in the landfills), community recycling, and giving programs for students and families in need. We hosted the district STEM Fair and our Innovation night as a STEM school. Extra-curricular opportunities enhance our community. Running club, talent show, Chess Club are good examples of these. Our sense of community and love of learning help our building culture to grow and our teaching staff to want to be here.

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

Our district uses the applitrack online tool through RESA to draw a wide range of applicants when we have openings. We have also attended job fairs. Candidates are selected and interviewed through a panel process that includes, teachers, principals, parents and central office administration. The committee recommends to the Superintendent and once approved completes all mandatory hiring processes and  
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then is brought to the Board level.

Our district continues to attract teachers because of our strong sense of community, excellent facilities, technology (Promethean Boards, document cameras, laptops, Chromebooks, iPads, etc), and positive climate through the Orange Frog Initiative and the implementation of a STEM school at the elementary level.

**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?**

Weiss does not have a high turnover rate for highly qualified teachers. Most changes in staffing have been due to an increase in enrollment, our transition to a STEM school, and the movement of teachers into newly available STEM/Tech positions.

## **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.**

Through the 2018-2019 school year, we continued our work with guided reading training. Communication By Design training was available to many staff members . Many teachers received Strategic Intervention Solutions, which focus on math practices, Compass Learning, Happiness Advantage Training, and Cultural Proficiency Training, ALICE training, CPI training, and peer-to-peer training. In addition literacy coaches are available as needed to assist teachers.

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

Teachers and support staff will continue to refine and develop their skills in guided reading and math through the currently implemented programs and will support all of these efforts and others at the building level.

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

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## 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 IRIP meetings and our interventionist attends parent-teacher conferences to gather feedback from parents as well. They also are surveyed each year to gain input for the current and coming year. A celebration meeting was held last spring in which parents are encouraged and asked to provide feedback. Parent communication is on-going through Seesaw and parent phone calls.

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

Our parents will be invited to participate fully in the implementation of the school-wide plan. They will be notified of activities within the school day and after school for increased student achievement. Parents of students with an IRIP are involved in the process and commit to being involved in the plan. The parents also sign and re-visit the parent compact that outlines their roles in the education of their children.

Parents are contacted through classroom and school newsletters, email, Facebook, Class Dojo, Twitter, email, and voice blasts.

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

Parents will be surveyed yearly to evaluate our school improvement process. Our school improvement team will be including parent members who are updated and actively involved with our school improvement process.

School-wide we utilize a variety of communication avenues to involve our parents including: e-mail, 1:1 correspondence, social media, and phone calls.

Parent input is considered when making changes or updates to our plan. We are continuing to find innovative ways to actively involve and attract more parental involvement in our school improvement process.

More recently, a special night to display every students' work with project-based learning and STEM education was well-attended and favorably received by parents. Student displayed work demonstrates work on objectives that support the meeting of the annual goals for SIP.

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

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

School staff shares the information at open house, parent-teacher conferences, Title I parent contacts, informational parent letters for content areas and assessments, report cards, etc.

Parents, staff, and the building administrator have developed the Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at Frank E. Weiss Elementary School in the ways listed below:

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

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

- Open House (September)
- Parent/Teacher conferences (October)
- IRIP meetings (Fall and Winter)
- STEM Fair Night- Discuss the scientific method and science fair projects with students and parents (March)
- Innovation Night
- Title 1 literacy night

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement

(Staff will provide parents with appropriate materials and offer training upon request and throughout the year at our various events including Open House, Hands-on Science Center Night (STEM Fair), Parent/Teacher Conferences, as well as PTO Family Nights, in our school to enable them to support their child's academic progress. Some of the materials provided for parents/families throughout the year include:

- Informational letters about upcoming units of study in core subject areas
- Unit Study Guides
- Supplemental content learning games
- Online resources (supplemental websites, video tutorials, and online games)
- Report cards
- Progress Reports
- Standardized Test findings (NWEA, M-STEP, F&P)
- Positive Behavior Intervention Support (PBIS) Check-in Check-out daily reports for behavioral support)
- All parents were invited to attend a literacy night where they received books and training to help their children at home.

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

- At the monthly PTO meetings, a teacher representative takes part in the after school meeting.
- Teachers provide supplemental resources to coordinate parent involvement including: online video tutorials, e-mail communication,

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Facebook communication, Remind 101, Sign-up Genius, Twitter, Class Dojo etc.

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

(Coordination with other programs for parent involvement includes:

- The Guidance Center- offers affordable and sometimes government assisted social services for children and adults that include lifeskills and training groups, aggression replacement training groups, academic assistance, mentoring and bullying prevention groups.
- RESA for our ELL students- resources that can be used for parents, teachers and students, which includes information regarding state and federal benchmarks, mandatory testing and resources that can be used by anyone working with the ELL population
- Special Education- a consortium with neighboring districts including Flat Rock, Woodhaven-Brownstown, Grosse Ile, and Huron. This program offers many opportunities for parents of students with disabilities to be more involved including:
  - o Parents receive a copy of their due process rights and at every three year consultation they receive a thorough explanation of this report
  - o At an initial or three year IEP, parents receive a copy of their due process rights in addition to a list of services and special education programs and services available to them.
  - o A FAPE page (Free and Appropriate Public Education) is reviewed and discussed to make sure that their child's services are appropriate for them, a new copy is given to them annually.
  - o Special Education staff within our school building serves as advocates and consultants for families of students with special needs.

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

Information is shared with parents in a family friendly language that is easily accessible. Examples include:

- Written documents- translated as needed through RESA online service.
- Provide ongoing translation services for meetings when needed for language and hearing impaired.

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request

Parents are provided with other reasonable support such as:

- Accommodations will be made upon request and the appropriateness of request by the school or other community outreach organizations (i.e, The Guidance Center (therapeutic counseling/support group services) , Kiwanis Club (book donations, assistance in providing eyeglasses to students in need), Health Department, Special Education, etc.)
- Transportation and child care accommodations and/or at-home visits are handled on a case-by-case need

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

Staff provide opportunities for full parent participation:

- Provide information in a language that parents understand:
  - o Verbal communication including Tele-parent messages. (ongoing)
  - o Written documents translated through RESA online services
  - o Information and school reports provided in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

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- Provide bilingual translators for meetings.
- Provide technology resources as a means for communication i.e. Google Chrome laptops for translation.
- Provide handicap accessible facilities
- Provide materials in parent friendly language
- Provide accommodations for hearing impaired parents
- Provide transportation when needed

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

Our school staff will continue to survey parents and students annually utilizing the Advanc-Ed assist generated surveys. Our staff analyzes student achievement data to determine our level of effectiveness. These measures will also give us information on program improvement and revisions. Additionally, our program evaluation component of the plan will be used to communicate to parents our program quality.

School-wide we utilize a variety of communication avenues to involve our parents including: e-mail, one-one correspondence, social media, and phone calls.

Parent input is considered when making changes or updates to our plan. We are continuing to find innovative ways to actively involve and attract more parental involvement in our school improvement process.

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

Again, the results of our evaluation will be analyzed and areas where improvements are needed will be determined to improve our schoolwide program. Since effect size was positive we will continue to use the program and improve upon as needed.

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

The school-parent compact is a living document that has changed as needed at the district level.

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

Our parents and families are given a copy of the School-Parent Compact at the beginning of the school year. The Parent-School Compact is then reviewed again during parent-teacher conferences in the fall by the classroom teacher and parents. It is then signed as an acknowledgement of support for our parent involvement process.

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

Our building is a Kindergarten-5th grade building.

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

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

The school provides individual student academic assessment results in a language that the parents can understand including: verbal communication (which includes but is not limited to 1:1 correspondence and Tele-parent messages), written documents translated through RESA online services and Math Expressions, information and school reports provided in an understandable and uniform format, including alternative formats upon request and to the extent practicable, in a language parents understand. Additionally through Wayne RESA, translators for meetings can be provided as well as technological resources as a means for communication i.e. Google Chrome laptops for translation.

Information is shared with parents in a family friendly language to avoid misinterpretation of "teacher jargon".

## **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?**

Students in the GSRP program interact with students in the general school population on a limited basis. They have their own licensed playground and eat meals family style in their own classroom. They do, however, attend school-wide assemblies that are developmentally appropriate. The children are invited to take part in Family Nights and attend Champions before and after school programs with children in grades K-5. They also visit kindergarten classrooms in the spring to ease the transition into the general school population. Students living within the school district boundaries are afforded speech and language services based on need and implemented on site.

The Champions and GSRP Preschool Program coordinators attend our entire district-wide Early Childhood district meetings to coordinate their lessons with Kindergarten standards. Children in the early childhood program visit future teachers at the end of the school year. Our district also has a Kindergarten Parent Night toward the end of the school year for incoming children and their families.

We also hold a round-up each year in which students and their parents are encouraged to attend. Information is sent to our preschools in the areas, GSRP program and Head Start programs. Students meet with Kindergarten Teachers and support staff to engage in a creative activity, a tour of the school is provided, our transportation provides a bus ride, a packet of kindergarten readiness activities, and our parents are invited to attend a meeting portion to explain programming and options within the school day.

We also provide individual building tours when requested.

### **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?**

At the time of our roundup, parents are provided a synopsis of what is expected of parents and our teachers prepare packets of instructional materials for each of the children and their parents along with a summary of expectations. Many of these materials are also available online through our webpage as links for parents. Parents are also given a packet of activities to promote kindergarten readiness. We are looking into providing the same type of materials to parents through their local preschools. Screening for appropriate kindergarten placement is done prior to the academic year.

Staff of the GSRP communicate with parents of preschoolers during conferences and when conducting home visits. They stress the importance of reading to their children, letter/sound recognition, writing of name, and fine motor activities.

Training for parents and/or preschool teachers:

The Champions Preschool Program Director and GSRP Preschool Program coordinators attend our district wide early childhood committee meetings to coordinate their lessons for Kindergarten readiness.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Teachers have opportunity to provide feedback on academic assessments through professional learning communities(PLC), data meetings, grade level meetings, curriculum content meetings, staff surveys, and school improvement meetings.

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

Teachers have many opportunities to analyze data in our Professional Learning Communities (PLC), data meetings, and School Improvement Meetings for all students and IRIP meetings for identified students. Teachers are also expected to analyze classroom data through both formative and summative assessments at the classroom level.

Specific F &P benchmark data is reviewed by teachers, interventionists staff at the end of the first, second, and third quarters. Students are then grouped for interventions within the classroom through tier 2 instructional strategies based on student need and IRIP goals, and pulled out for additional support with intervention staff if students fall below benchmarks. As far as the math component, pre and post math identified . In addition, targeted math essentials are being intentionally taught and assessed for student achievement purposes. This data is then used to provide additional in-class support with small groups and out of class small group support, Intervention staff and para-professionals work on an ongoing basis to support the classroom teachers.

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

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

We pull our data from M-STEP, NWEA, F & P, and other classroom data to target interventions to meet the needs of our students who have not achieved proficiency. We do this through our classroom teacher, interventionist, special education staff, administrator and all electronic programs and services available to us. We then target instruction through Tier I and Tier II interventions at the classroom level and Tier II and Tier III interventions at the support levels provided by intervention staff.

English Language Arts

Reading

Grade Span: K-5th Grade

Identification/Criteria for Selection:

Kindergarten (after swat)

Letter ID 52 letters-less than 40 reviewed

Sound ID 26 lower-case letters -less than 8 reviewed

NWEA-50th percentile and below reviewed

First Grade

Sight words list A-C Next Step Guided Reading 20/30

Did not pass a Benchmark F & P level B at instructional level

NWEA-50th percentile and below reviewed

Second Grade

F & P 2nd Grade Word Feature List- less than 20 reviewed

Did not pass a benchmark F& P Level H at instructional level

NWEA-50th percentile and below reviewed

Third Grade

F & P 3rd Grade Word Feature List-less than 20 reviewed

Did not pass the benchmark F&P Level K at instructional level

NWEA-50th percentile and below reviewed

Fourth Grade

F & P 4th Grade Word Feature List-less than 20 reviewed

Did not pass F&P Level N benchmark at instructional level

NWEA-30th percentile and below reviewed

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### Fifth Grade

F & P 5th Grade Word Feature List-less than 20 reviewed

Did not pass F&P benchmark Level Q at instructional level

NWEA-30th percentile and below reviewed

### Writing

Grade Span: Kindergarten-5th Grade

Identification/Criteria for Selection: (What will the teacher do?)

Kindergarten:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

First Grade:MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Second Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness.

Third Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.)

Exit Criteria- When data supports students independent mastery of previously identified areas of weakness. Regular text-dependent analyses (TDA) are completed with students with an emphasis on citing evidence from the text in which they are responding.

Fourth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.) Regular text-dependent analyses (TDA) are completed with students with an emphasis on citing evidence from the text in which they are responding.

Fifth Grade: MAISA Writing rubrics- students will be identified with a score of 2 or below out of a total score of 4 on writing assessments per each writing unit (may vary by weeks/marketing period.) Exit Criteria- Areas where students are not at grade level (identified by a 3 or 4) teachers will coach students in those specific areas through the writer's workshop model (writing focus, organization, elaboration, language and vocabulary, and conventions.) Regular text-dependent analyses (TDA) are completed with students with an emphasis on citing evidence from the text in which they are responding.

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Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Small group support is given to students based on teacher input in the area of numeracy.

First Grade: Identification Criteria - Small group support is given to students based on teacher input and data analysis of summative assessments.

Second Grade: Small group support is given to students based on teacher input and data analysis of summative assessments..

Third Grade: Small group support is given to students based on teacher input and data analysis of summative assessments.

Fourth Grade: Small group support is given to students based on teacher input and data analysis of summative assessments.

Fifth Grade: Small group support is given to students based on teacher input and data analysis of summative assessments.

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

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. We address the needs of struggling students first through our Tier I and Tier 2 interventions at the classroom level and then through our Title I intervention program and other supports for Tier II and Tier III. We review our progress monitoring results through our grade level data meetings and analysis of data through PLC discussions. Actions that could be taken and are incorporated into our School Improvement Plan to address these challenges are categorized by grade levels, by core subject area, and listed below:

Tier 2 Interventions by Title I Staff and Classroom Teachers:

Kindergarten Interventions:

Provided by Title I Provided by paraprofessionals / Combination of in-class supports and pull out targeted math. Leveled Literacy Instruction, Word Study, Fountas & Pinnell vocabulary.

1st - 5th Grade Interventions:

Provided by Title I Interventionist & para-professionals / Combination of in-class supports and small group leveled literacy guided reading groups, Signs for Sounds, Weekly Running Records, Chart Songs, Literacy Logs. Targeted math interventions: manipulatives, and Compass Learning.

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

Our teachers use formative and summative assessments to provide specific interventions to students based on need. As a part of our PLCs and data meetings, we also review our data and report back through agenda and minutes to secure and outline strategies for individual students.

Tier I and II Feedback Interventions In the Classroom (Differentiated Instruction)

Kindergarten:

Reading- readers workshop, small group instruction, one-on-one instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement. Literacy footprints for guided reading

Writing- small group instruction, one-on-one instruction, modeling, teacher/student conferencing, peer editing

Math- whole group instruction, small group instruction, one-on-one instruction as needed, individual instruction, small math intervention groups with our Title I aide.

Science- collaborative group work, anchor charts, hands on manipulatives, STEM integration, EiE and Amplify science units

Social Studies- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling

1st Grade:

Reading- small and whole group instruction in Reading Workshop Model, assignments given orally and visually, making words with magnetic letters, differentiated online tools, anchor charts, and Literacy footprints for guided reading.

Writing- small and whole group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Math- small and whole group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

Science- whole group instruction, assignments given orally and visually, hands-on project-based learning, immediate feedback responses, read alouds, online resources, shared reading

Social Studies- anchor charts, read alouds, online resources, small group collaboration

2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing. Literacy footprints for guided reading. small and whole group instruction in Reading Workshop Model (MIASA), assignments given orally and visually, analogy charts, make and break words using the alphabet app on the ipad, differentiated online tools (Compass Learning and Epic), anchor charts (made together as a class), and Literacy footprints for guided reading.

Writing - Small and whole group instruction (MIASA mini lessons), assignments given orally, modeled visually, conferring for immediate

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feedback responses. Use of graphic organizers to help students organize their thoughts and structure. Individual and peer editing with the use of a checklist and rubric.

Math - Step by step model drawings, math talks, SIS strategies for various computation problems. Whole group and small group instruction. Use of manipulatives along with purposeful games to reinforce the skills being taught. Engaging videos to introduce and reinforce the standards.

Science - Whole group instruction and small group activities. Cross curricular activities with the use of visual aides and hand on models/demonstrations that connect to real world situations. Field trips to allow hands on exploration with science concepts and ideas. PBL is incorporated into this as well.

Social Studies - Whole group instruction (MIASA) with small group activities. Use of visual aides and literature to allow students to discover their community. Some lessons are more hands on and allow students to problem solve and think critically about how they as citizens can solve real world issues. PBL is incorporated into this unit and also a field trip to compare and contrast the past communities to the present.

### 3rd Grade:

Reading - Use multiple groups by readiness of the learner, Peer learning/cooperative groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, and Small Group Instruction using the Scholastic non-fiction short reads. Literacy footprints for guided reading, online differentiated tools, such as Compass Learning and Freckle.

Writing - Use multiple groups by readiness of the learner, Peer learning/editing groups, Lessons engage multiple learning styles, Peer tutor, Read aloud, Extra time, analysis of peer writing and mentor texts, 1:1 instruction, Small Group Instruction, differentiated word study R.A.C.E.S writing formula for constructed response is used with consistency.

Math - Multiple small groups that are differentiated based on their NWEA learning continuum are created and managed through small group instruction, immediate feedback through daily assessments, teacher observation. Compass Learning and Freckle are used to meet the current needs and capabilities of all learners. Intervention staff and parent volunteers are used as a support to various groups depending on their need for remedial or extension learning.

Science - Differentiated non-fiction texts are hand selected by teachers, manipulatives, technology, cooperative groups are designed to enhance mastery of standards,, anchor charts, some with explicit steps, interactive notebooks, Amplify Science journal extra time, modified/shortened assignments, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps, high-interest videos, and Lego Education

Social Studies - manipulatives, technology (MC3 online supplemental resources, MIgov.org), anchor charts with explicit steps, interactive notebook, extra time, modified/shortened assignments, pre-taught vocabulary, pre-reading strategies, visuals, songs, movement, graphic organizers, thinking maps, high-interest games and videos, real world applications

### 4th Grade:

Reading and Math- manipulatives, multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps. Literacy Footprints, Freckle Education, ReadWorks, Compass Learning

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Writing-manipulatives, technology (Google Drive), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

Math-manipulatives, technology (Xtramath.org, Think Central Supplemental support etc.), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps. Freckle Education, Compass Learning

Science-manipulatives, technology (MacGraw Hill online resources), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps. Amplify Science

Social Studies- manipulatives, technology (MC3 online supplemental resources, PBSKid.org), anchor charts with explicit steps, extra time, modified/shortened assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps.

5th Grade:

Reading- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, ), reader's theater, Compass Learning

Writing- modified spelling lists and tests, academic vocabulary, modified assignments (length, due dates, and expectation adjustments), graphic organizers, small-group instruction, peer tutoring, one-on-one instruction, and modeling

Math- ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group instruction, one-on-one instruction, modeling, Xtra Math (online fact fluency program), Think Central online resources, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, Compass Learning, singing, and movement

Science: academic vocabulary, study guides, graphic organizers, printed/completed notes, small group-tutoring, peer tutoring, , assignment re-submission, movement, singing, hands-on learning, study games

Social Studies: academic vocabulary, modified assignments (length, due dates, and expectation adjustments), modified tests, translated items for Non-English speaking students (EL), study guides, study games, graphic organizers, printed/completed notes, small-group instruction, peer tutoring, assignment re-submissions, modeling, movement, singing, reader's theater, hands-on learning

Intervention: Leveled Literacy Intervention (LLI) - Leveled groupings, targeted skill based instruction, Jan Richardson's Assessments for groupings: Solve words, reads fluently, retells, self monitors, phonic spelling. Ongoing assessments for sight words, phonemic awareness. Running records to check for Fluency, Accuracy and Comprehension. Progress monitoring with all students. IRIP plans are written on all students who qualify and are monitored. , Skill groups based on RISE data, skills include: picture sorts, making words, sound boxes. Guided writing with all groups is leveled ranging from dictated writing, interactive writing and independent writing.



## **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.**

We receive state special education monies through section 52 and district fund, with this funding we are able to provide Title aide, and Interventionist and in the end some supplies and resources for these rooms for specific needs of the children we also fund three special ed paraprofessionals

Through Title II funding we receive training for Guided Reading, Assessments (i.e. NWEA, and Fountas and Pinnell) and Strategic Intervention Strategies (SIS)

Title I is our major source of supplemental funding for our educational programming. The funds allow us to have:  
a highly qualified interventionist  
highly qualified paraprofessional(s)  
resources that support student learning.

We also receive some 31A funds for supplies .

We, of course, share in the per pupil funding allocations from the State as are allocated through our district. These funds supply us with the general resources afforded each of our District buildings.

### **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.**

The school will use the resources from Title I and other avenues to support our School Improvement Plan and its goals. Our goals and objectives address the ten components and focus on student achievement in all content areas, student assessment, professional learning, and parental involvement.

Component 1: Comprehensive Needs Assessment- paid for by District Funds

Component 2: Schoolwide Reform Strategies- Title II funds

Component 3: Instruction by Highly Qualified Staff- General Funding and Title II

Component 4: Strategies to Attract Highly Qualified Teachers- General Funding/Title II

Component 5: High Quality and On-going Professional Development- General Funding/Title II

Component 6: Strategies to Increase Parent Involvement- General Funding/Title I

Component 7: Preschool Transition Strategies- General Funding

Component 8: Teacher Participation in Making Assessment Decisions- General Funding

Component 9: Timely and Additional Assistance to Student Having a Difficulty Mastering the Standards- General Funding/Title I & Special Education Funding through Section 52

**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.**

Our building has participated in the PBIS program for the last 10 years. We also participate in the Free and Reduced Breakfast and Lunch program. We work through the Wayne Metro Bureau for students and their families who are in need of support due to homeless status. As was stated earlier, we also transition from GSRP and Head Start Programs in the area. Our social worker and psychologist also provide a list of agencies and private sources that address mental health needs. Peer-to-peer and Tier II strategies via PBIS are used to prevent and support students with behavior non conducive to the learning environment. A.L.I.C.E. training is also being implemented gradually schoolwide to empower students during crisis.

Additionally, we are also able to direct families to other agencies in the area through information supplied through " the information center" at the [theinformationcenter.info](http://theinformationcenter.info).

## **Evaluation:**

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

Our school improvement team (which is made up of parents, administrator, and teachers) evaluates annually the implementation of the schoolwide program. In order to ensure schoolwide fidelity of implementation the following processes are in place: principals walk-throughs, surveys, coaching schedule, focus group interviews, collegial coaching, modeling lessons, program timeline, agenda/minutes from meetings, and training, including professional development logs.

The 2015-16 school year was our first year as a "schoolwide" building. We evaluate our program through analysis of student achievement, surveys (parent, staff and student). We also gain information through our professional learning communities and the feedback forms that are an embedded information requirement.

All parents are encouraged to be active members in our school and community processes. Parents and students are encouraged and expected to attend open house and conferences. We conduct parent, student and staff surveys. The surveys are used to improve our learning community.

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

We will use our MSTEP, NWEA, F&P, other formative and summative assessments to determine student gains. We have a practice of using pre and post data and that will continue. In our professional learning communities and data teams, we collaborate with our grade level teams to analyze student data on local assessments.

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

We utilize a variety of tools to determine program effectiveness. We certainly use effect size data. We also use survey and perception data. We then analyze the data mentioned and make program changes accordingly. In our professional learning communities and data meetings, we look out our bottom 30 data to evaluate whether students are making gains. We also use whole-group effect size, based on Hattie's work, (Visible Learning for Teachers, 2008) and information from Riding the Title Wave (Wayne RESA training, 2014) during our professional learning communities.

The role of the parents in the IRIP program includes daily monitoring of student reading with a required reading log. Results are communicated to parents through progress reports, NWEA data results, F&P benchmark assessment data, MiStar Online gradebook as well as telephone or face to face communication. We also had a literacy night to help parents learn reading practices to support their children.

**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?**

In order to revise the plan our school improvement team (comprised of teachers, administrator and parents) meets throughout the year to make necessary changes based on the evaluation, to ensure continuous improvement of students in the schoolwide program. We will use the tools mentioned in the prior question to assess need. We will then adjust as an entire staff through professional learning communities and school improvement to ensure our vision of "All Students will be school and life successful."

# **Weiss Spring 2019 SIP**

## Overview

### Plan Name

Weiss Spring 2019 SIP

### Plan Description

our plan created in spring 2019

## 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 at Weiss Elementary School will increase a years worth of growth in English Language Arts	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students at Weiss Elementary School will meet or exceed State standards in Mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All students at Weiss Elementary School will meet or exceed state standards in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$10000
4	All students at Weiss Elementary School will meet or exceed State standards in Social Studies.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
5	All students at Weiss Elementary School will meet or exceed State standards in Writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Teaching staff at Weiss Elementary School will use PLC/Data Teams to foster a highly effective learning environment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9000
7	All students will have multiple opportunities to engage in work-based learning experiences	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0

# Goal 1: All students at Weiss Elementary School will increase a years worth of growth in English Language Arts

## Measurable Objective 1:

90% of Kindergarten, First and Second grade students will increase student growth in reading as demonstrated on the NWEA test in Reading by 06/08/2020 as measured by growth in RIT scores on NWEA assessments .

## Strategy 1:

Reading intervention strategies - Reading Intervention Strategies - The Reading Teachers will implement effective, research based strategies such as, guided reading, running records, words their way,

MAISA units, and reading recovery strategies such as Elkonin boxes, chunking the words, writing about reading as well as word work activities to provide instruction for students to improve the reading process

Category: English/Language Arts

Research Cited: Research Cited: Marzanon, R.J., Pickering, D.J., & (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

Association for Supervision and Curridulum

Development, Alexandria, VA.

LaShomb, Jason Matthew, "The Effects of the Daily Five, Developed by Gail Boushey & Joan Moser, on Classroom Literacy Instruction" (2011). Education and Human Development Master's Theses. Paper 151.

Allington, Richard, 2000. What Really Matters for Struggling Readers. New York:

Allyn and Bacon.

American College testing Program. 2004. Most High School Grads Not Ready for College or Work. [www.act.org/news/releases/2004/10-14-04.html](http://www.act.org/news/releases/2004/10-14-04.html).

Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkonson.

1985. Becoming a Nation of Readers: The Report of the Commission on Reading.

1986. Washington, DC: National Institute of Education.

Crafton, Linda. 1996. Standards in Practice, K-2. Urbana, IL: National Council of Teachers of English.

Daniels, Harvey, and Steven Zemelman. 2004. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann.

Duke, Nell, and P. David Pearson. 2002. Effective Practices for Developing Reading

Comprehension. In Farstrup, Alan E., and S. Jay Samuels, eds. What Research

Has to Say About Reading Instruction. Newark, DE: International Reading

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Tier: Tier 1

Activity - Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades young-5's through 5th grade have implemented a Guided Reading structure in their classrooms based on the best practices through Jan Richardson. Teachers in each of our Young 5's-5th grade classrooms (group) level students based on reading ability into flexible/fluid groupings for reading instruction and literature circles. All staff is ready to implement the strategy through their guided reading grade-level training. The plan for implementation is to create specific lesson plans for each guided reading group according to levels. Activities in Reading will be monitored through lesson plans, running records, Fountas and Pinnell Benchmark Assessments, walk-throughs, and grade level team notes.	Direct Instruction	Tier 1	Implement	09/03/2019	06/08/2020	\$0	No Funding Required	Principal, Classroom teachers, support staff
Activity - Leveled Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will work with our school Interventionist and paraprofessionals to develop reading skills through the LLI Program. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers	Academic Support Program	Tier 2	Monitor	09/03/2019	06/08/2020	\$0	Title I Part A	Interventionist, Title paraprofessionals at risk aides, classroom teachers

## Goal 2: All students at Weiss Elementary School will meet or exceed State standards in Mathematics.

### Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the State proficiency targets in Mathematics by 06/12/2020 as measured by the State assessments that are designated by MDE.

### Strategy 1:

SIS math work - Teachers will continue to be trained in SIS and students will use these strategies to improve mathematical thinking in the classroom.

Category: Mathematics

Tier: Tier 1

## School Improvement Plan

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Activity - Math Talks and Model Drawings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in math talks and model drawings in accordance with SIS	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		09/03/2019	06/12/2020	\$0	No Funding Required	All K-5 staff will be responsible

### Strategy 2:

Math Expressions - Students will continue to improve their mathematical thinking through the use of the math expressions program.

Category: Mathematics

Tier: Tier 1

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use the math expressions curriculum to enhance their student's learning.	Curriculum Development, Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	All K-5 staff

## Goal 3: All students at Weiss Elementary School will meet or exceed state standards in Science.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on the state proficiency targets in Science by 06/08/2020 as measured by using the state assessment designated by the MDE.

### Strategy 1:

STEM - Staff will instruct students using research based strategies ( inquiry, hands on activities, small group experiments, technology, etc.). Our school has transitioned to becoming a STEM school, and we integrate project-based learning that is STEM oriented, Engineering is Elementary, and STEM concepts with a focus on 1:1 technology.

Category: Science

Research Cited: Marzano, R and Pickering, D (2005) Building Academic Vocabulary. ASCD. Virginia.

Tomlinson, C. (1999) The Differentiated Classroom Responding to the Needs of All Learners. ASCD. VA.

Winokur, J., Worth, K., and Heller-Winokur, M (2009) Connecting Science and Literacy Through Talk. Science and Children, 47 (3), 46-49. Retrieved January 26, 2010, from Research Library.

Gillies, R. M., Nichols, K., Burgh, G., & Haynes, M. (2014). Primary students' scientific reasoning and discourse during cooperative inquiry-based science activities.

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International Journal of Educational Research, 63, 127-140.

Marulcu, I., & Barnett, M. (2013). Fifth Graders' Learning About Simple Machines Through Engineering Design-Based Instruction Using LEGO™ Materials. Research in Science Education, 43(5), 1825-1850.

Buck Institute

Tier: Tier 1

Activity - Amplify Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students using the Amplify Science that will be aligned with the Next Generation Science Standards . Activities in Science will be monitored through lesson plans, walk-through observations, and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/08/2020	\$0	No Funding Required	K-5 Teachers and Support Teaching Staff (Title I Interventionist and Special Education Staff.)  Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.

Activity - Engineering is Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Students grades K-5 will complete 1+ Engineering is Elementary units as a component of science instruction and will be monitored through lesson plans, end-products, walk-through observations, and grade level team notes.</p>	Technology	Tier 1	Monitor	09/03/2019	06/01/2020	\$10000	General Fund	<p>classroom teachers K-5 and Technology support personnel.</p> <p>Activities in Science will be monitored through lesson plans, walk-through observations and grade level team notes.</p>
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students grades K-5 have 1:1 technology. Also, they receive weekly instruction in a STEM-Technology class. In STEM-Technology and their general education classrooms, students are learning how to type, code, and the integration of technology across the curriculum.</p>	Direct Instruction	Tier 1	Implement	09/03/2019	06/01/2020	\$0	General Fund	<p>All general education classrooms and the STEM-Technology teachers are responsible for the implementation of these activities.</p>

## Goal 4: All students at Weiss Elementary School will meet or exceed State standards in Social Studies.

### Measurable Objective 1:

100% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on MEAP and on District Assessments in Social Studies by 06/01/2019 as measured by increased proficiency on district assessments by 75% or higher and increased proficiency on the MSTEP by 2% by the end of the 2018-2019 school year..

## School Improvement Plan

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### (shared) Strategy 1:

Informational Text Comprehension and Educational Vocabulary - Staff will instruct students using research based strategies to increase informational text comprehension. These include: anticipatory guides, directed reading activities, guided reading, predicting and connecting prior knowledge, graphic organizers, charts and technology (web resources, Smartboard activities, document cameras, video streaming, audio texts, 1:1 technology applications etc.). Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension. In addition, our school transitioned to a STEM school; therefore, we have integrated project-based learning with a focus on 1:1 technology.

Category: Social Studies

Research Cited: Adler, C.R. (2004) Seven Strategies to Teach Students Text Comprehension. Reading Rockets.

Comprehension strategies for the Middle Grade Learners; a Handbook for the Content Area Teachers (2010)

Marzano, R and Pickering, D. (2005) Building Academic Vocabulary. ASCD. Virginia.

Best Practice Third Edition, Zemelman, Daniels & Hyde (2005)

Buck Institute

Tier: Tier 1

Activity - MC3 social studies units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the MC3 social studies to further their understanding of social studies concepts.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	All staff

### Measurable Objective 2:

A 5% increase of Fifth grade students will demonstrate a proficiency on the state proficiency targets in Social Studies by 06/12/2020 as measured by on state assessments that are designated by MDE.

### (shared) Strategy 1:

Informational Text Comprehension and Educational Vocabulary - Staff will instruct students using research based strategies to increase informational text comprehension. These include: anticipatory guides, directed reading activities, guided reading, predicting and connecting prior knowledge, graphic organizers, charts and technology (web resources, Smartboard activities, document cameras, video streaming, audio texts, 1:1 technology applications etc.). Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension. In addition, our school transitioned to a STEM school; therefore, we have integrated project-based learning with a focus on 1:1 technology.

Category: Social Studies

Research Cited: Adler, C.R. (2004) Seven Strategies to Teach Students Text Comprehension. Reading Rockets.

Comprehension strategies for the Middle Grade Learners; a Handbook for the Content Area Teachers (2010)

Marzano, R and Pickering, D. (2005) Building Academic Vocabulary. ASCD. Virginia.

Best Practice Third Edition, Zemelman, Daniels & Hyde (2005)

SY 2019-2020

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## School Improvement Plan

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Tier: Tier 1

Activity - MC3 social studies units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the MC3 social studies to further their understanding of social studies concepts.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	All staff

## Goal 5: All students at Weiss Elementary School will meet or exceed State standards in Writing.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the RACES strategy based grade level goals in Writing by 06/12/2020 as measured by the district standards for PBW writing.

### Strategy 1:

RACES Strategy - Teachers will give students prompt based writing( PBW) weekly and will use the RACES strategy to guide the writing process. Teachers can track growth using student writing samples at beginning and end of year using a similar grade level rubric.

Category: English/Language Arts

Research Cited: <http://ctreadingresearch.org/the-effectiveness-of-using-a-written-response-strategy-for-responding-to-texts/>

Tier: Tier 1

Activity - Student Writing Response Across Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice the RACES strategy with weekly cross-curricular writing prompts.	Direct Instruction	Tier 1	Implement	09/03/2019	06/08/2020	\$0	No Funding Required	Classroom teachers, Support staff, Special education

Activity - PBW classroom writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's will use the RACES strategy to further their understanding of PBW	Curriculum Development	Tier 1		09/03/2019	06/12/2020	\$0	No Funding Required	All staff

## Goal 6: Teaching staff at Weiss Elementary School will use PLC/Data Teams to foster a highly effective learning environment.

### Measurable Objective 1:

collaborate to develop teacher teams in order to raise and maintain student achievement by 06/12/2020 as measured by evidence of student achievement based on outcomes of quality formative assessment.

### Strategy 1:

Improving our Data Team/ MTSS process - Staff will be trained in effective collaboration strategies, developing and utilizing quality formative assessments, and analyzing student work to drive instructional effectiveness and quality learning.

Category: Learning Support Systems

Research Cited: Wells, C. M., & Feun, L. (2013). Educational change and professional learning communities: A study of two districts. *Journal of Educational Change*, 14(2), 233-257.

Grant, L., & Stronge, J. (2013). *Student achievement goal setting: Using data to improve teaching and learning*. Routledge.

Tier: Tier 1

Activity - Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from formative and summative assessments to address individual instructional needs and drive instructional planning during PLC/ Data Teams .  Activities in PLC s will be monitored through lesson plans, walk-through observations, and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2020	\$3000	Title I Schoolwide	all school staff  Activities in PLCs/ Data Teams will be monitored through lesson plans, walk-through observations, and grade level team notes.

**School Improvement Plan**

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Activity - Common Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All school staff will meet in PLCs/ Data Teams to develop common learning targets based on the Common Core State Standards, which will be utilized to create formative and summative assessments as well as guide classroom instruction.</p> <p>Activities in PLC s will be monitored through lesson plans, walk-through observations, and grade level team notes.</p>	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/12/2020	\$6000	Title II Part A	<p>All school staff</p> <p>Activities in PLCs/ Data Teams will be monitored through lesson plans, walk-through observations, and grade level team notes.</p>

**Goal 7: All students will have multiple opportunities to engage in work-based learning experiences**

**Measurable Objective 1:**

100% of All Students will achieve college and career readiness learn more about career opportunities in preparation for post-secondary planning in Career & Technical by 06/12/2020 as measured by Student survey of interest and career knowledge at the beginning and end of the school year.

**Strategy 1:**

All staff will integrate work-based learning into their curriculum - When teachers create their PBLs for the year, they will share knowledge about careers that help solve the problems they are addressing in the classroom.

Category: Career and College Ready

Tier: Tier 1

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

Frank E. Weiss Elem. School

Teacher's will continue their PBLs but add an additional layer that shares knowledge about authentic work-based opportunities that connect with the PBL	Curriculum Development, Technology, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	All K-5 staff.
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### Strategy 2:

Plan a career day - Our "partnership" committee will plan a career day in February where professionals will come to our building and share responsibilities of their job in order to make student learning in the classroom more authentic.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Partnership committee will work with careers in our community for them to share their jobs with our students.	Parent Involvement, Extra Curricular, Community Engagement	Tier 1	Getting Ready	06/10/2019	03/06/2020	\$0	No Funding Required	Partnership Committee which includes Linda Pidgeon, Megan Scalise, Laura Hardy, and Derek Bezeau

### Strategy 3:

Law Day - 5th graders will learn about student government and different public jobs

Category: Career and College Ready

Tier: Tier 1

Activity - Law Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student go to Law Day at our Woodhaven City Hall to learn about different professions	Extra Curricular	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	5th grade teachers

### Strategy 4:

Watch DOGS - Watch DOGS will share their careers for short periods of time with certain students.

**School Improvement Plan**

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Category: Career and College Ready

Tier: Tier 2

Activity - Watch DOGS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch DOGS will share their careers when working with groups of students.	Extra Curricular	Tier 2	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Watch Dog Director

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled Literacy Instruction	Identified students will work with our school Interventionist and paraprofessionals to develop reading skills through the LLI Program. Student progress in reading skills will be monitored through lesson plans, running records, walk-throughs and PLC collaboration of interventionists with grade-level teachers	Academic Support Program	Tier 2	Monitor	09/03/2019	06/08/2020	\$0	Interventionist, Title paraprofessionals at risk aides, classroom teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Learning Targets	All school staff will meet in PLCs/ Data Teams to develop common learning targets based on the Common Core State Standards, which will be utilized to create formative and summative assessments as well as guide classroom instruction.  Activities in PLC s will be monitored through lesson plans, walk-through observations, and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/12/2020	\$6000	All school staff  Activities in PLCs/ Data Teams will be monitored through lesson plans, walk-through observations, and grade level team notes.

### General Fund

## School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engineering is Elementary	Students grades K-5 will complete 1+ Engineering is Elementary units as a component of science instruction and will be monitored through lesson plans, end-products, walk-through observations, and grade level team notes.	Technology	Tier 1	Monitor	09/03/2019	06/01/2020	\$10000	classroom teachers K-5 and Technology support personnel.  Activities in Science will be monitored through lesson plans, walk-through observations and grade level team notes.
Technology	Students grades K-5 have 1:1 technology. Also, they receive weekly instruction in a STEM-Technology class. In STEM-Technology and their general education classrooms, students are learning how to type, code, and the integration of technology across the curriculum.	Direct Instruction	Tier 1	Implement	09/03/2019	06/01/2020	\$0	All general education classrooms and the STEM-Technology teachers are responsible for the implementation of these activities.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Law Day	Student go to Law Day at our Woodhaven City Hall to learn about different professions	Extra Curricular	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	5th grade teachers
MC3 social studies units	Students will use the MC3 social studies to further their understanding of social studies concepts.	Curriculum Development	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	All staff

## School Improvement Plan

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Student Writing Response Across Curriculum	Students will practice the RACES strategy with weekly cross-curricular writing prompts.	Direct Instruction	Tier 1	Implement	09/03/2019	06/08/2020	\$0	Classroom teachers, Support staff, Special education
Amplify Science	Teachers will instruct students using the Amplify Science that will be aligned with the Next Generation Science Standards . Activities in Science will be monitored through lesson plans, walk-through observations, and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/08/2020	\$0	K-5 Teachers and Support Teaching Staff (Title I Interventionist and Special Education Staff.)  Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.
Math Talks and Model Drawings	Students will engage in math talks and model drawings in accordance with SIS	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		09/03/2019	06/12/2020	\$0	All K-5 staff will be responsible
Watch DOGS	Watch DOGS will share their careers when working with groups of students.	Extra Curricular	Tier 2	Implement	09/03/2019	06/12/2020	\$0	Watch Dog Director
PBL	Teacher's will continue their PBLs but add an additional layer that shares knowledge about authentic work-based opportunities that connect with the PBL	Curriculum Development, Technology, Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	All K-5 staff.

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Guided Reading Groups	Teachers in grades young-5's through 5th grade have implemented a Guided Reading structure in their classrooms based on the best practices through Jan Richardson. Teachers in each of our Young 5's-5th grade classrooms (group) level students based on reading ability into flexible/fluid groupings for reading instruction and literature circles. All staff is ready to implement the strategy through their guided reading grade-level training. The plan for implementation is to create specific lesson plans for each guided reading group according to levels. Activities in Reading will be monitored through lesson plans, running records, Fountas and Pinnell Benchmark Assessments, walk-throughs, and grade level team notes.	Direct Instruction	Tier 1	Implement	09/03/2019	06/08/2020	\$0	Principal, Classroom teachers, support staff
Career Day	Our Partnership committee will work with careers in our community for them to share their jobs with our students.	Parent Involvement, Extra Curricular, Community Engagement	Tier 1	Getting Ready	06/10/2019	03/06/2020	\$0	Partnership Committee which includes Linda Pidgeon, Megan Scalise, Laura Hardy, and Derek Bezeau
PBW classroom writing	Student's will use the RACES strategy to further their understanding of PBW	Curriculum Development	Tier 1		09/03/2019	06/12/2020	\$0	All staff
Curriculum	Teachers will continue to use the math expressions curriculum to enhance their student's learning.	Curriculum Development, Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	All K-5 staff

### Title I Schoolwide

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

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Data Tracking	Teachers will analyze data from formative and summative assessments to address individual instructional needs and drive instructional planning during PLC/ Data Teams .  Activities in PLC s will be monitored through lesson plans, walk-through observations, and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2020	\$3000	all school staff  Activities in PLCs/ Data Teams will be monitored through lesson plans, walk-through observations, and grade level team notes.
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