



# **School Improvement Plan**

**Frank E. Weiss Elem. School**

**Gibraltar School District**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 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	See Goals and Plans in Assist	

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment was 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 reports including 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 in our PLC 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 PLC and staff meetings to ensure that all stakeholders are involved in the process.

After evaluating our bottom 30 with M-Step and NWEA for grades 1-5 scores we have determined there is a need for support in both reading and math. 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. In the last several years, we have also used Fountas and Pinnell and LLI with our struggling readers. This year we once again have block scheduling to better meet the needs of students in intervention so that they are present during instructional time in their classrooms known as (What I Need) WIN time.

This year our effect size of students receiving LLI intervention resulted in an Effect Size= 0.99. This was an increase on .4 in effect size from last year. We will continue to evaluate and monitor this progress. Through the continued professional development of readers workshop, guided reading strategies, LLI, running records on the fly, and WIN time 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 the new alignment of our math curriculum our students are making gains on post tests on their math through the PLC data process. Teachers are meeting often and driving instruction based on pre- and post data. We have also adopted math essential skills for each grade level and teachers work with students to assess, design instruction based on results, and then retest. Students have shown growth in each math essential across all grade levels this year.
2. We also found that through our F and P testing that 100% of our students made gains in reading skills and that 97% made a full year's worth of growth.
3. Our team found that our economically disadvantaged students fell below non-economically disadvantaged students in the area English/Language Arts on the 2016 M-Step. The results in third grade showed that economically disadvantaged students (22.2%) were 39.0% lower for proficiency compared to non-economically disadvantaged students (59.0%). The results in fourth grade showed that economically disadvantaged students (26.3%) were 27.0% lower for proficiency compared to non-economically disadvantaged students (53.3%). The results in fifth grade showed that economically disadvantaged students (12.2%) were 29.2% lower for proficiency compared to non-economically disadvantaged students (41.7%).

4. Our team found that our Title I Programs use of Fountas and Pinnell's LLI program had an effect size of 0.99

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 are selected through various testing results (1) NWEA assessment, (2) Fountas & Pinnell Benchmark Screeners, and (3) Fountas & Pinnell Benchmark Assessments. However, Kindergarten and Y5's 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 as well. (1) NWEA Assessments, (2) Focus Math Placement Test, as well as (3) Math Expressions 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, summative and formative assessment information.

The assessments are administered by classroom teachers. Title I teachers and 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 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.

The Fountas & Pinnell reading assessment results yielded differing information. 100% of students at Weiss in the 2016-2017 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 . 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 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. In the 2015-16 school year, we implemented PLC time (every Monday morning for an hour throughout the school year) and trained team leaders to utilize the

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format for data discussions and improving student achievement. We followed that up with additional training during the 2016-2017 school year and continued data team discussions and implemented math essentials. We used this data to drive our instruction in the area of math.

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:

When reviewing our Reading Achievement Data, we concluded there were several challenges: One challenge our building has experienced with reading is curriculum-based. We have recently transitioned from the Rigby reading program, which was implemented in various ways per grade level, to a more structured guided reading curriculum using Jan Richardson's model. This requires the use of Fountas and Pinnell assessment information to inform instruction and a leveled guided reading group approach.

Another trend we discovered is that in the past 3 years, the 3rd grade has shown a decline in reading proficiency level. In 2014-15, the 3rd graders proficiency level was at 51%, in 2015-2016, the proficiency level was 43%, and in 2016-17 the proficiency level was 41%. Fourth and fifth grades have shown some inconsistency in proficiency on the state wide test, going up and down in a three year period.

Our staff looked at bottom and top 30 Reading data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

We also looked at NWEA data looking for three year trends in Reading

Kindergarten - MEAN RIT score: Fall 2014-15 (147.5), Fall 2015-16 (144.2), Fall 201617 (142)

First Grade - MEAN RIT score: Fall 2014-15 (162), Fall 2015-16 (161.3), Fall 201617 (163)

Second Grade - MEAN RIT score: Fall 2014-15 (177), Fall 2015-16 (176), Fall 201617 (178)

Third Grade - MEAN RIT score: Fall 2014-15 (178), Fall 2015-16 (182), Fall 201617 (186)

Fourth Grade - MEAN RIT score: Fall 2014-15 (195), Fall 2015-16 (191), Fall 201617 (197)

Fifth Grade- MEAN RIT score: Fall 2014-15 (204), Fall 2015-16 (199), Fall 201617 (202)

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### Writing:

When reviewing our Writing Achievement Data, we concluded there were several challenges: One of our challenges in writing would be that as our writing program becomes better defined by the district we expect that our achievement will increase. The expectation will be for all

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classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Across grade-levels student proficiency in narrative, opinion and informational writing have been monitored through the use of pre and post assessments on given prompts. Through these assessments students across grade-levels show growth which is warehoused in a building wide data collection via Google documents.

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### Math:

When reviewing our Math Achievement Data, we concluded there were several challenges: Overall, our challenges in mathematics would be the implementation of a new math curriculum, Math Expressions. Children who start Kindergarten with this program will have a common academic language, increased background knowledge and familiarity with routines and expectations. Upper elementary students will be faced with the challenge of adapting to a new curriculum that assumes this prior knowledge.

Our staff looked at mathematics bottom and top 30 data during PLC meeting time and discovered the following demographic data:  
Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

We also looked at NWEA data looking for three year trends in Math.

Kindergarten - MEAN RIT score: Fall 2014-15 (147.5), Fall 2015-16 (144.2), Fall 201617 (140.4)

First Grade - MEAN RIT score: Fall 2014-15 (182), Fall 2015-16 (162), Fall 201617 (161)

Second Grade - MEAN RIT score: Fall 2014-15 (195), Fall 2015-16 (181), Fall 201617 (182)

Third Grade - MEAN RIT score: Fall 2014-15 (182), Fall 2015-16 (185), Fall 201617 (192)

Fourth Grade - MEAN RIT score: Fall 2014-15 (198), Fall 2015-16 (193), Fall 201617 (199)

Fifth Grade- MEAN RIT score: Fall 2014-15 (206), Fall 2015-16 (203), Fall 201617 (205)

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### Science:

When reviewing our Science Achievement Data, we concluded there were several challenges: Teachers are trying to incorporate 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. We have started utilizing Project Based Learning and Engineering is Elementary Curriculum. These are shifts in instruction and their impact will be seen on future assessments.

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### Social Studies:

When reviewing our Social Studies Achievement Data, we concluded there were several challenges: Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. Previously, resources were limited and outdated and not aligned vertically. Additionally, there has been no formal testing for elementary grade-level students. Social Studies formal testing has not taken place at the elementary level in past years.

Our school improvement team in conjunction with our RtI team meet to review individual student needs of at-risk students. Teachers first work with in-class strategies and parent support to improve achievement. The next phase of review comes when students are still not making gains and students are referred to our Title I interventionist and/or Title I paraprofessional for review, intervention, and assessment through the rti process. We use the common core standards as our goals for attainment and refer to assessment criteria from differing sources including F&P, NWEA, Focus Math, Math Expressions and other district criteria. Additionally, we address social studies and science through the acquisition of reading development skills. Once the referral forms are completed, the principal signs and confirms placement in the Title I program.

Our staff looked at Social Studies bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

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

#### Kindergarten

Alaskan/American Indian: 1 male

White: 16 female, 18 male

Hispanic: 2 male

African American: 7 female, 3 male

Asian: 1 female

#### Grade 1

White: 9 female, 8 male

Hispanic: 2 female 1 male

African American: 7 female, 3 male

Asian: 1 female

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.

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Of the 285 students who attend Weiss, 113 have 10 or more absences during the school year. These students consistently score worse on our local and state wide assessments.

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

According to our student survey the overall highest level of satisfaction among students includes:

- In my school my principals and teachers want every student to learn (96% students agreed)
- In my school I am learning new things that will help me (98% students agreed)
- In my school my teachers want me to do my best (100% students agreed)
- My teachers help me learn things I need in the future (98% students agreed)
- My teachers use different activities to help me learn (91% students agreed)
- My teachers tell me how I should behave and do my work (94% students agreed)
- My teachers always help me when I need them (90% students agreed)
- My teachers care about students (100% students agreed)
- My school has many places where I can learn such as a library (97% students agreed)
- My school has computers to help me learn (100% students agreed)
- My school wants children in our school to help each other, even if we are not friends (90% students agreed)
- My principal and teachers tell children when they do a good job (90% students agreed)
- My principal and teachers help me to be ready for the next grade (96% students agreed)

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:

- "Our school has high expectations for our students in all classes."
- "Our school shares responsibility for student learning with its stakeholders."
- "Our school communicates effectively about the school's goals and activities."
- "Our school provides opportunities for stakeholders to be involved in the school."
- "All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."
- "All of my child's teachers give work that challenges my child."
- "All of my child's teachers use a variety of teaching strategies and learning activities."
- "All of my child's teachers meet his or hers learning needs by individual instruction."
- "All of my child's teachers work as a team to help my child learn."
- "All of my child's teachers help me to understand my child's progress."

### School Data Analysis

- "All of my child's teachers keep me informed regularly on how my child is being graded."
- "All of my child's teachers report on my child's progress in easy to understand language."
- "My child sees a relationship of what is being taught in his or her everyday life."
- "My child knows the expectations for learning in all classes."
- "My child has at least one adult advocate in the school."
- "My child is given multiple assessments to measure his or her understanding of what is taught."

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- "My child has up to date computers and technology to learn."
- "My child has access to support services based on his or her identified needs."
- "Our school provides qualified staff members to support student learning."
- "Our school provides an adequate supply of learning resources that are current and in good condition."
- "Our school provides a safe learning environment."
- "Our school provides students with access to a variety of information resources to support their learning."
- "Our school provides excellent support services (counseling and/or career planning.)"
- "Our school provides opportunities for students to participate in activities that interest them."
- :"Our school ensures that the facility supports student learning."
- "Our school ensures the effective use of financial resources."
- "Our school ensures that instructional time is protected and interruptions are minimized."
- "Our school ensures that all staff members monitor and report the achievement of school goals."
- "My child is prepared for success in the next school year."
- "My child has administrators and teachers that monitor and inform me of his or her learning process."
- "Our school's governing body does not interfere with the operation or leadership of our school."

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

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

- Our school's purpose statement is clearly focused on student success
- Our school's purpose statement is formally reviewed and revised with involvement of stakeholders
- Our school's purpose statement is based on shared values and beliefs that guide decision making
- Our school's purpose statement is supported by the policies and practice adopted by the school board or governing body
- Our school has a continuous improvement process piece on data, goals, actions and measurement for growth

Our stakeholder perception comes from the assist parent survey. The data from our parent survey 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:

- "Our school has high expectations for our students in all classes."
- "Our school shares responsibility for student learning with its stakeholders."
- "Our school communicates effectively about the school's goals and activities."
- "Our school provides opportunities for stakeholders to be involved in the school."
- "All of my child's teachers provide an equitable curriculum that meets his or hers learning needs."
- "All of my child's teachers give work that challenges my child."
- "All of my child's teachers use a variety of teaching strategies and learning activities."
- "All of my child's teachers meet his or hers learning needs by individual instruction."
- "All of my child's teachers work as a team to help my child learn."
- "All of my child's teachers help me to understand my child's progress."
- "All of my child's teachers keep me in formed regularly on how my child is being graded."
- "All of my child's teachers report on my child's progress in easy to understand language."
- "My child sees a relationship of what is being taught in his or her everyday life."
- "My child knows the expectations for learning in all classes."
- "My child has at least one adult advocate in the school."

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"My child is given multiple assessments to measure his or her understanding of what is taught."

"My child has up to date computers and technology to learn."

"My child has access to support services based on his or her identified needs."

"Our school provides qualified staff members to support student learning."

"Our school provides an adequate supply of learning resources that are current and in good condition."

"Our school provides a safe learning environment."

"Our school provides students with access to a variety of information resources to support their learning."

"Our school provides excellent support services (counseling and/or career planning.)"

"Our school provides opportunities for students to participate in activities that interest them."

:"Our school ensures that the facility supports student learning."

"Our school ensures the effective use of financial resources."

"Our school ensures that instructional time is protected and interruptions are minimized."

"Our school ensures that all staff members monitor and report the achievement of school goals."

"My child is prepared for success in the next school year."

"My child has administrators and teachers that monitor and inform me of his or her learning process."

Within the following question the majority of participants said they agreed or strongly agreed with the statements provided:

"Our school's governing body does not interfere with the operation or leadership of our school."

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.

State assessment ( M-Step) over the past few years, indicates that our ELA scores are declining across grade levels 3-5.

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Our staff looked at bottom and top 30 Reading data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

We also looked at NWEA data looking for three year trends in Reading

Kindergarten - MEAN RIT score: Fall 2014-15 (147.5), Fall 2015-16 (144.2), Fall 201617 (142)

First Grade - MEAN RIT score: Fall 2014-15 (162), Fall 2015-16 (161.3), Fall 201617 (163)

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Fourth Grade - MEAN RIT score: Fall 2014-15 (195), Fall 2015-16 (191), Fall 201617 (197)

Fifth Grade- MEAN RIT score: Fall 2014-15 (204), Fall 2015-16 (199), Fall 201617 (202)

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Writing Goal:

Students will meet or exceed State Standards in Writing.

When reviewing our Writing Achievement Data, we concluded there were several challenges: One of our challenges in writing would be that as our writing program becomes better defined by the district we expect that our achievement will increase. The expectation will be for all classrooms to utilize the Writer's Workshop model and parameters will be put in place as our literacy plan develops. In the past, we have used Lucy Calkins model along with other workshop models. With the new M-STEP assessments, writing is a component in all 3rd-5th grades, we will soon have comparison data from year to year. Currently, we only have MEAP data which is only completed in 4th grade and our internal data, which has not always shown us specified deficiencies. Across grade-levels student proficiency in narrative, opinion and informational writing have been monitored through the use of pre and post assessments on given prompts. Through these assessments students across grade-levels show growth which is warehoused in a building wide data collection via Google documents. In fourth grade, our last 3 years of MEAP writing data showed that in 2011-2012 (47%) proficiency, in 2012-2013 (43.2%) proficiency, 2013 - 2014 (44.1%) proficiency.

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Math Goal:

Students will meet or exceed State Standards in Math.

When reviewing our Math Achievement Data, we concluded there were several challenges: Overall, our challenges in mathematics would be the implementation of a new math curriculum, Math Expressions. Children who start Kindergarten with this program will have a common

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academic language, increased background knowledge and familiarity with routines and expectations. Upper elementary students will be faced with the challenge of adapting to a new curriculum that assumes this prior knowledge.

According to the statewide assessment (MEAP) in mathematics the following trends are evident in grades 3-5:

In the past 3 years, the 3rd grade has shown a low level of proficiency in mathematics. In 2011-2012, the 3rd graders proficiency level was at 31%, in 2012-2013, the proficiency level was 52.5%, and in 2013-2014 the proficiency level was 35.8%.

In the past 3 years, the 4th grade has shown a low level of proficiency. In 2011-2012, the 4th graders proficiency level was at 22%, in 2012 - 2013, the proficiency level was 35.6%, and in 2013-2014 the proficiency level was 20.8%.

In the past 3 years, the 5th grade has shown a low level of proficiency. In 2011-2012, the 5th graders proficiency level was at 22%, in 2012-2013, the proficiency level was 20%, and in 2013-2014 the proficiency level was 30.6%.

Our staff looked at mathematics bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Weiss Elementary's 3 years of Adequate Yearly Progress (by subgroup, by aggregate):

Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

We also looked at NWEA data looking for three year trends in Math.

Kindergarten - MEAN RIT score: Fall 2014-15 (147.5), Fall 2015-16 (144.2), Fall 201617 (140.4)

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Fourth Grade - MEAN RIT score: Fall 2014-15 (198), Fall 2015-16 (193), Fall 201617 (199)

Fifth Grade- MEAN RIT score: Fall 2014-15 (206), Fall 2015-16 (203), Fall 201617 (205)

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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 greatest challenge across grade-levels for science is time. Teachers are trying to incorporate 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.

According to the statewide assessment (MEAP) in science the following trends are evident in grade 5:

In the past 3 years, the 5th grade has shown consistently low proficiency in science. In 2011-2012, the 5th graders proficiency level was at >10%, in 2012-2013, the proficiency level was 12.3%, and in 2013-2014 the proficiency level was 12.2%

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Our staff looked at Science bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (0%), Two or More Races (50%), White (25.8%), Asian (0%), African American (50%).

Top 30: Hispanic (50%), Two or More Races (25%), White (32.3%), Asian (100%), African American (0%).

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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: Bridging the gap from not having had an aligned curriculum to 2014-2015 the implementation of the MC3 curriculum. Previously, resources were limited and outdated and not aligned vertically. Additionally, there has been no formal testing for elementary grade-level students. Social Studies formal testing has not taken place at the elementary level in past years. Beginning this year, 2014-2015, trends will be monitored through MC3 post-tests and the 5th grade M-STEP.

Our school improvement team in conjunction with our RtI team meet to review individual student needs of at-risk students. Teachers first work with in-class strategies and parent support to improve achievement. The next phase of review comes when students are still not making gains and students are referred to our Title I interventionist and/or Title I paraprofessional for review, intervention, and assessment through the rti process. We use the common core standards as our goals for attainment and refer to assessment criteria from differing sources including F&P, NWEA, Focus Math, Math Expressions and other district criteria. Additionally, we address social studies and science through the acquisition of reading development skills. Once the referral forms are completed, the principal signs and confirms placement in the Title I program.

Our staff looked at Social Studies bottom and top 30 data during PLC meeting time and discovered the following demographic data:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

Our 2013-2014 Proficiency Target was (21.62%) and the target was met with (31.82%) proficient students.

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Another goal our committee developed includes:

PLC Development to foster a highly effective learning environment

According to the direction that the district was moving in we found that it would be Best Practice to develop professional learning communities to analyze and review data on an individual student basis to better meet the needs of our students.

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According to our data we found that the subgroups that will be the focus of our objectives and interventions are:

Our African American and Economically Disadvantaged Students score considerably lower than their counterparts.

Math:

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Bottom 30: Hispanic (30.8%), Two or More Races (28.6%), White (27.3%), Asian (0%), African American (44.4%).

Top 30: Hispanic (30.8%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (7.4%).

Reading:

Bottom 30: Hispanic (46.2%), Two or More Races (14.3%), White (25.3%), Asian (0%), African American (55.6%).

Top 30: Hispanic (23.1%), Two or More Races (28.6%), White (32.7%), Asian (100%), African American (11.1%).

Science:

Bottom 30: Hispanic (0%), Two or More Races (50%), White (25.8%), Asian (0%), African American (50%).

Top 30: Hispanic (50%), Two or More Races (25%), White (32.3%), Asian (100%), African American (0%).

Social Studies:

Bottom 30: Hispanic (60%), Two or More Races (0%), White (26.1%), African American (42.9%).

Top 30: Hispanic (0%), Two or More Races (0%), White (37%), African American (14.3%).

Writing: Bottom 30: Hispanic (33.3%), Two or More Races (0%), White (29%), Asian (0%), African American (40%)

#### **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 that have been adopted for the 2016-2017 school year include the use of NWEA online instruction for struggling and accelerated students. This is utilized as a component of our W.I.N. (What I Need) time which services grade levels K-5 four times weekly.

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 & Young Fives:

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

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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:

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

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, use of manipulatives, immediate feedback responses.

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

2nd Grade:

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

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.

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.

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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.

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, Accelerated Reader), 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

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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

Self-Contained Special Education Classroom:

Reading- Micro-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- Micro-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.

## **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, and the formation of a literacy plan district wide will benefit our students. Additionally, the ongoing PLC (Professional Learning Community) work that has been continued this year and its attention to individual and group achievement will help us to focus in on instructional needs of our students. Specifically, our work on identifying math essential learning targets and using pre/post assessments to gauge student learning and inform planning and teaching have shown to increase learning on these targets.

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 that have been adopted for the 2016-2017 school year include the use of NWEA online instruction for struggling and accelerated students. This is utilized as a component of our W.I.N. (What I Need) time which services grade levels K-5 four times weekly.

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 & Young Fives:

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

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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, 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, use of manipulatives, immediate feedback responses.

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

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### 2nd Grade:

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

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.

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### 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.

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.

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### 4th Grade:

SY 2017-2018

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Reading- manipulatives, technology (RAZ Kids), 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.

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.

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### 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, Accelerated Reader), 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

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### Self-Contained Special Education Classroom:

Reading- Micro-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.

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Writing- Micro-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.

### **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 PLC teams and plan for students as a result of these in-depth strategy discussions. Our PLC teams meet weekly during delayed start Mondays 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 PLC teams in combination with our Response to Intervention team outline and track student progress. Together our educators develop plans that work for our students.

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

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

MACUL

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

PLC/Data Team training

CPI training- Special Education, Speech Pathologist and 2nd grade teacher

Running Records on the Fly

Literacy coaching

Project Based Learning

Engineering is Elementary

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. In our

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PLCs we have also refreshed our guided reading, math instruction, and assessment data. Collectively, we have found common themes and procedures for improving instruction.

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:

For the 2014-2015 school year we analyzed the NWEA results for the 2015-2016 school year we analyzed I-Ready results, grade-level findings can be found below:

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA. 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: September (142.5) January (151) May (157.7) The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

First Grade: Identification Criteria- F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-June (J) and NWEA Normative Targets for Reading: September (160.3) January (170.7) May (176.9). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Second Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass a benchmark F&P Level G NWEA bottom 10th 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). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Third Grade: Identification Criteria- F & P Universal Screener Bottom 20% Did not pass the benchmark F&P Level J NWEA bottom 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative

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Targets for Reading: September (207.1), January (209.8), May (212.3).The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

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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 and vocabulary, and conventions.)

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### Math

Grade Span:Kindergarten-5th Grade

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### Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergarteners are not assessed until January. Scores below 10th percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (203.8), January (208.7), May (212.5). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

Fifth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. Exit Criteria- Consistent success on unit tests, and NWEA Normative Targets for Math: September (212.9), January (217.8), May (221). The I-Ready test places students assessment results in color coded groupings by achievement levels (students in the red are serviced).

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### Science

Grade Span: Kindergarten-5th Grade

### Identification/Criteria for Selection:

Kindergarten- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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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Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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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Fifth Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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

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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 every 4-8 weeks through the Rtl process.

#### **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 interventionist, special education teachers, and paraprofessional) and/or classroom teachers during our W.I.N. (What I Need) time, as determined using benchmark data and discussions with the Rtl team. For the student who excels and needs enrichment, additional resources and programs will also be available to them, such as extension activities and the incorporation of more 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 simultaneously in the classroom and are provided by the classroom teacher and the structured Title program that is rolled out during our W.I.N time. Most students are identified to receive support 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 assessments.

Students who are identified are given additional, in-class support for Mathematics. Those who continue to struggle with these in-class concepts, then receive small group support through Focus Math grade level intervention and/or W.I.N time.

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 & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, parent involvement, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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,

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and parent involvement.

### 1st Grade:

Reading- small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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

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

### 2nd Grade:

Reading - Peer Tutoring, Ability-Appropriate Reading Assignments, Paired Sharing, W.I.N time, and I-Ready instructional components

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

Math - Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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- manipulatives, technology (RAZ Kids), multiplication charts, anchor charts with explicit steps, extra time, modified/shortened

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assignments, decoding strategies, pre-taught vocabulary, pre-reading strategies, differentiated online tools, visuals, songs, movement, graphic organizers and thinking maps, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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, Accelerated Reader), reader's theater, W.I.N time, and I-Ready instructional components

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, W.I.N time, and I-Ready instructional components

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

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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.

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### 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, SWAT squad provided support for letter recognition and sounds (phonemic awareness), Road to the Code practices were also used, and I-Ready online instructional lessons.

### 1st - 5th Grade Interventions:

Provided by Title I Interventionist & paraprofessionals / 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, Focus Math, Multiplication & Fast-Fact Charts, and I-Ready online instructional lessons.

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

Reading- Micro-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- Micro-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- Micro-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- Micro-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- Micro-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 PLC time and through the review of our Rtl team, 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 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 assessments.

Students who are identified are given additional in class 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)

#### Kindergarten & Young Fives:

Reading- small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and 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, 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:

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

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, use of manipulatives, immediate feedback responses.

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

#### 2nd Grade:

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

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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.

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- manipulatives, technology (RAZ Kids), 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.

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,

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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, Accelerated Reader), 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

### Self-Contained Special Education Classroom:

Reading- Micro-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- Micro-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- Micro-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- Micro-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- Micro-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.

### Tier 2 Interventions Supervised by Title I Coordinator:

#### 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, Focus Math,

Multiplication & Fast-Fact Charts.

### 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.	

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 transitioned to a STEM school this year. This resulted in some shifting of classes and staff. Our cross-categorical special education classroom and young 5's classrooms were relocated to another building. Our first and second grade classrooms increased from one section to two sections, and a third section of kindergarten was added. Most of the staff has been in place for over five years. Weiss has twenty-four (24) teachers and (4) are probationary status. Of the (24) teachers, (11) are support staff helping to support and enrich the diverse needs of our students.

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

At the end of the 2016-2017 school year:

2 teachers have been teaching for 0-3

4 teachers have been teaching for 4-8 years

12 teachers have been teaching for 9-15 years

3 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, RtI program, and PLC program continue to draw our teaching staff in. 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. Our school is a Green School with an Emerald designation. We engage in programs that help the community through canned food drives, community recycling, and giving programs for students and families in need. Our teachers and students have been part of beach clean-ups, our first annual carnival, and a robotics program. We hosted the district STEM Fair, and our first innovation night as a STEM school. 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 (Smartboards, document cameras, laptops, Chromebooks, iPads, etc), and positive climate 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 and our transition to a STEM school.

## 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.

Beginning in the summer of 2016, our staff has received professional learning opportunities for PLCs, Guided Reading and Literacy development, Google Certification training to support 1:1 technology implementation, Boston Children's Museum's Engineering is Elementary, LLI, Do the Math, Zoophonics, and Project Based Learning. We meet to learn together and develop strategies and activities that help cement our learning.

Through the 2016-2017 school year we worked with a number of consultants to hone our skills for implementing readers workshop, and expand on work already started with the Jan Richardson model of guided reading and project-based learning through our partnership with Ann Arbor STEAM. As a part of our ongoing PLC development these rich conversations and training will help us to work toward our vision of: All students will be school and life successful.

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

Our District plan is designed to provide "in time" learning for our staff. We meet in professional learning teams to address student achievement, best practices and in depth learning each week. In the 2015-2016 school year we continued to learn and receive professional development in Math Expressions. We also had extensive training in Guided Reading that is on-going into the 2016-2017 school year. Additionally, we pre and post math essentials to measure student growth.

Teachers and support staff will continue to refine and develop their skills in these areas through our district plan and will support all of these efforts and others at the building level.

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

## **Component 6: Strategies to Increase Parental Involvement**

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

Parents are provided ongoing opportunities to participate in school planning. In the fall, they are invited to attend Title I Parent Meeting 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. Our parent representatives are also invited to attend school improvement meetings. A celebration meeting is also held each spring in which parents are encouraged and asked to provide feedback.

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

Our parents are invited to participate fully in the implementation of the school-wide plan. They are notified of activities within the school day and after school for increased student achievement. 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, 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 and that strategy will be continued when we move to schoolwide. Our school improvement team currently has 2 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.

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

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

School staff shares the information at open house, parent-teacher conferences, Title I meetings in the fall and spring, 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 (November)
- Title I Meeting (Fall)
- Science Fair Night- Discuss the scientific method and science fair projects with students and parents (March)

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/I-Ready, M-STEP, F&P)
- Positive Behavior Intervention Support (PBIS) Check-in Check-out daily reports for behavioral support)

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.

- Building School Improvement Team with Parent Members Dialogue at regularly scheduled meetings (Fall, Winter, Spring.)
- At the monthly PTO meetings, a teacher representative from each grade level takes part in the after school meeting.
- Teachers provide supplemental resources to coordinate parent involvement including: online video tutorials, e-mail communication, Facebook communication, Remind 101, Sign-up Genius, etc.

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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 Panthers- our district nurse head a special activities group for kids with developmental disabilities and/or special needs in order to promote social skills in a safe non-competitive environment.
  - 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.
- Nursing staff/Health Department- on location services to help parents provide their child a safe and healthy learning environment, and vision and hearing screening.
- Medical Clerks- provide building support for parents of students under medical care by administering medication, monitoring blood sugar, treating minor injuries and illnesses, and providing school to home contact when necessary.)

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), nursing staff, 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)

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- 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.
- 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.

Our school improvement team currently has 2 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, 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. Currently in our Leveled Literacy Intervention component of our Title I program, we have an effect size of 0.59 (with a .4 as being a worthwhile as the standard). This tells us that our students are making significant gains. We will be working with other content areas to develop measures that provide us with the same type of information for our other content areas.

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

The school-parent compact is a living document that has changed year to year. It originated as a requirement of Title I when the school district went to that model. Yearly, a group of multiple grade-leveled teachers and support staff are invited to participate on the school

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improvement team composed of the administrator and parent volunteers together we continue to modify this document.

### 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.

### 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		

### 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.

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.

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), grade level meetings, curriculum content meetings, 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 and School Improvement Meetings for all students and Response to Intervention 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 and RTI staff at the end of the first, second, and third quarters. Students are then grouped for interventions within the classroom and pulled out for additional support if students fall below benchmarks. As far as the math component,pre and post unit scores are analyzed by teachers and support staff. 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. Also, bottom 30 data is looked at to help create intervention groups.

## **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 MEAP, 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 interventions at the classroom level, Tier II and Tier III interventions at the support levels.

English Language Arts

Reading

Grade Span: K-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria- Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA. 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: September (142.5) 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 10th Percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-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 10th 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 10th percentile. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

Fourth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

Fifth Grade: Identification Criteria- F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA. Exit Criteria- Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

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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 and vocabulary, and conventions.)

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### Math

Grade Span:Kindergarten-5th Grade

Identification/Criteria for Selection:

Kindergarten: Identification Criteria - Kindergarteners are not assessed until January:.. Scores below 10h percentile NWEA and Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade: Identification Criteria - Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th

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percentile and the Focus Math pretest qualify for Title intervention. Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade: Identification Criteria - NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions. Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade: Identification Criteria - NWEA Bottom 10th Percentile and Focus Math Pretest. Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1) .

Fourth Grade: Identification Criteria- Below 10th percentile NWEA and FOCUS math screener. 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- Below 10th percentile NWEA and FOCUS math screener. 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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's 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 on the MacMillan McGraw Hill Unit tests 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 on the MacMillan McGraw Hill Unit tests will be identified for classroom interventions. Exit Criteria- Classroom interventions are on-going but can be minimized as student performance improves.

Third Grade- Identification Criteria- Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests 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 on the MacMillan McGraw Hill Unit tests 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 on the MacMillan McGraw Hill Unit tests 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

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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

NOTE: Consider how students ENTER and EXIT the services. How frequently does the identification occur? If different by grade span, that should be explained by grade span.

Students are monitored every 4-8 weeks through the Rtl process.

## **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 Rtl structure and analyze 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:

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### English Language Arts

#### Reading

Grade Span: K-5th Grade

#### Kindergarten:

Identification Criteria: Letter ID 54 letters bottom 20% Score below 10th Percentile NWEA.

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

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: September (142.5) January (151) May (157.7) Bottom 20%

#### First Grade:

Identification Criteria: F & P Universal Screener -Word List bottom 20% Did not pass a Benchmark F & P level B Below 10th Percentile NWEA.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (D) November (F) January (G) March (H) May-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 10th Percentile.

Interventions Provided:Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

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 10th percentile.

Interventions Provided: 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

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints- September (M) November (N) January-March (O) May-June (P).

#### Fourth Grade:

Identification Criteria: F & P Benchmark Assessment- Did not pass a level of P, Below 10th percentile NWEA.

Interventions Provided: manipulatives, technology (RAZ Kids), 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

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (P), November (Q), January-March (R), May-June (S) and NWEA Normative Targets for Reading: September (199.8), January (203.2), May (206.7).

#### Fifth Grade:

Identification Criteria: F & P Benchmark Assessment- Did not pass a level of Q, Below 10th percentile NWEA.

Interventions Provided: ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group

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instruction, one-on-one instruction, modeling, individualized goals established through teacher/student conferencing and data analysis (NWEA, F & P, Accelerated Reader), reader's theater

Exit Criteria: Fountas and Pinnell Reading Level Checkpoints: September (S), November (T), January-March (U), May-June (V) and NWEA Normative Targets for Reading: September (207.1), January (209.8), May (212.3).

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### Writing

Grade Span: Kindergarten-5th Grade

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.)

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

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.)

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses.

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.)

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

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.)

Interventions Provided: 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

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.)

Interventions Provided: 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

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

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each writing unit (may vary by weeks/markings period.)

Interventions Provided: 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

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.)

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Math

Grade Span:Kindergarten-5th Grade

Kindergarten:

Identification Criteria : Kindergarteners are not assessed until January:.. Scores below 10h percentile NWEA and Focus Math pretest qualify for Title intervention.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

Exit Criteria: NWEA/MAP Normative Targets for Math September (143.7), January (150.7), May (159.1).

First Grade:

Identification Criteria: Math intervention will not be accessed until January: Based on NWEA Growth and RIT Score below 10th percentile and the Focus Math pretest qualify for Title intervention.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

Exit Criteria: NWEA/MAP Normative Targets for Math September (162.8), January (172.4), May (179).

Second Grade:

Identification Criteria: NWEA bottom 10th Percentile and Focus Math pretest qualify for Title interventions.

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: NWEA/MAP Normative Targets for Math September (178.2), January (185.5), May (191.3).

Third Grade:

Identification Criteria: NWEA Bottom 10th Percentile and Focus Math Pretest.

Interventions Provided: 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

Exit Criteria: NWEA/MAP Normative Targets for Math September (192.1), January (198.5), May (203.1).

Fourth Grade:

Identification Criteria: Below 10th percentile NWEA and FOCUS math screener.

Interventions Provided: 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

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: Below 10th percentile NWEA and FOCUS math screener.

Interventions Provided: ability-appropriate grouping, academic vocabulary, modified assignments, graphic organizers, small-group

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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

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

#### Kindergarten-

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: Peer Tutoring, Ability-Appropriate Reading Assignments, and Paired Sharing

Exit Criteria: Classroom interventions are on-going but can be minimized as student performance improves.

#### Third Grade

Identification Criteria: Students who score below 60% per unit on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: 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

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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science GLCE's and Common Core State Standards) will be identified for classroom interventions.

Interventions Provided: 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

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 on the MacMillan McGraw Hill Unit tests (aligned with the Michigan Science

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GLCE's and Common Core State Standards) will be identified for classroom interventions.

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

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

#### 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.

Interventions Provided: small group instruction, one-on-one instruction, individual instruction, manipulatives, modeling, peer tutoring, behavior charts, and parent involvement

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.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

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.

Interventions Provided: small group instruction, assignments given orally and visually, use of manipulatives, immediate feedback responses

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.

Interventions Provided: 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

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.

Interventions Provided: 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

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves.

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### 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.

Interventions Provided: 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

Exit Criteria: Classroom interventions are ongoing but can be minimized as student performance improves.

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### Self-Contained Special Education Classroom Interventions, Modifications & Supports:

Reading- Micro-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- Micro-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- Micro-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- Micro-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- Micro-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.

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### Tier 2 Interventions Supervised by Title I Coordinator:

#### 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, Focus Math, Multiplication & Fast-Fact Charts.

### **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, 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)

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### Kindergarten:

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

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

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

### 1st Grade:

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

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, use of manipulatives, immediate feedback responses.

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

### 2nd Grade:

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

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. RAZ kids.

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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- 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.

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/I-Ready, F & P, Accelerated Reader), 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 and I-Ready online component, multiplication tables, printed/completed notes, hands-on learning, peer tutoring, assignment re-submission, singing, and movement

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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 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 a resource room teacher and a categorical CI classroom and in the end some supplies and resources for these rooms for specific needs of the children we also fund a special ed paraprofessional.

Through Title II funding we receive training for Guided Reading, MACUL, Assessments (i.e. NWEA, RESA DNA, and Fountas and Pinnell)

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 paraprofessionals

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.

For example:

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 8 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.

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

Parent members of the school improvement team have been invited who have several children in and/or soon to be attending school and parents whose children receive support services. The meetings involving parents are scheduled after school to accommodate schedules. We hold several school improvement meetings after school hours that are specifically intended to update our parent team members on our school improvement process. 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, 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, 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.

Specifically, this year one way that we have measured the success of the program's impact on the students was using the program evaluation tool to determine the effect size of the LLI Leveled Literacy Program.

The role of the parents in the LLI 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 have an end of the year reading celebration.

#### **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. Since this will be our first year as a 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, RTI, and school improvement to ensure our vision of "All Students will be school and life successful."

# **Weiss Goals Plan 2015-18**

## **Overview**

### **Plan Name**

Weiss Goals Plan 2015-18

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Weiss Elementary School will meet or exceed State standards in Social Studies.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
2	All students at Weiss Elementary School will meet or exceed State standards in Reading.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$193000
3	All students at Weiss Elementary School will meet or exceed State standards in Mathematics.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$191200
4	All students at Weiss Elementary School will meet or exceed state standards in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000
5	Teaching staff at Weiss Elementary School will use PLC development to foster a highly effective learning environment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9000
6	All students at Weiss Elementary School will meet or exceed State standards in Writing.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$7000

## Goal 1: 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 06/05/2018 as measured by increased proficiency on district assessments by 75% or higher and increased proficiency on the MEAP by 2% by the end of the 2017-2018 school year..

### (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, elmos, video streaming, audiotexts, etc.

Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension.

### Category:

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)

Tier: Tier 1

Activity - Informational Text Comprehension and Vocabulary	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>Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments.</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	<p>K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>
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Activity - Social Studies Text, Leveled Readers and Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	<p>K-5 Teachers and support staff (Title I and Special Education).</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>

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### Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state proficiency targets in Social Studies by 06/15/2018 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, elmos, video streaming, audiotexts, etc.

Teachers will focus on using and teaching grade specific academic vocabulary to improve comprehension.

### Category:

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)

Tier: Tier 1

Activity - Informational Text Comprehension and Vocabulary	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>Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments.</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	<p>K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>
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Activity - Social Studies Text, Leveled Readers and Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies. Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/04/2012	06/05/2018	\$0	No Funding Required	<p>K-5 Teachers and support staff (Title I and Special Education).</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>

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

### **Measurable Objective 1:**

79% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State proficiency targets in Reading by 06/15/2018 as measured by the State assessments that are designated by MDE.

### **(shared) Strategy 1:**

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:

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

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. Wilkinson.

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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Association.

Farstrup, Alan E., and S. Jay Samuels, eds. 2002. What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Fountas, Irene, and Gay Su Pinnell. 1996. Guided Reading: Good First Reading for All Children. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Guided Reading Groups and Reading Workshops	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	Monitor	09/02/2014	06/15/2018	\$3000	Title II Part A	Principal, Classroom Teachers, and Support Staff

Activity - Leveled Literacy Intervention Program	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	09/03/2013	06/15/2018	\$190000	Title I Part A	Title I staff including interventionist, paraprofessionals and classroom teachers.

### Measurable Objective 2:

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the State proficiency targets in Reading by 06/15/2018 as measured by using the State assessment designated by MDE.

### (shared) Strategy 1:

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

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students to improve the reading process.

### Category:

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 Association.

Farstup, Alan E., and S. Jay Samuels, eds. 2002. What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

Fountas, Irene, and Gay Su Pinnell. 1996. Guided Reading: Good First Reading for All Children. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Guided Reading Groups and Reading Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Monitor	09/02/2014	06/15/2018	\$3000	Title II Part A	Principal, Classroom Teachers, and Support Staff
Activity - Leveled Literacy Intervention Program	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	09/03/2013	06/15/2018	\$190000	Title I Part A	Title I staff including interventionist, paraprofessionals and classroom teachers.

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

### Measurable Objective 1:

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency M-Step, NWEA , and classroom assessments. in Mathematics by 06/08/2018 as measured by student achievement on the M-Step NWEA and on classroom assessments..

### (shared) Strategy 1:

Increase Math Application Skills - Our K-5 math teachers will utilize the math expressions curriculum with fidelity to increase math application skills.

### Category:

Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instruction on at Risk Students' Math problem Solving: Are Two Tirds of Prevention Better Than One. Journal of Educational Psychology, 491 - 509.

Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). Teaching Number in the Classroom with 4-8 year-olds. Los Angeles: Sage.

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Tier: Tier 1

Activity - Mathematic Expressions Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	No Funding Required	<p>Teachers K-5, Resource Room Teachers and Title I Interventionist and Paraprofessional.</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>

Activity - Focus Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills.</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$191200	Title I Part A, Title I Part A	<p>Title One Interventionist and Title I Paraprofessionals</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>

## School Improvement Plan

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### Measurable Objective 2:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the State proficiency targets in Mathematics by 06/15/2018 as measured by the State assessments that are designated by MDE.

### (shared) Strategy 1:

Increase Math Application Skills - Our K-5 math teachers will utilize the math expressions curriculum with fidelity to increase math application skills.

#### Category:

Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instruction on at Risk Students' Math problem Solving: Are Two Tiers of Prevention Better Than One. *Journal of Educational Psychology*, 491 - 509.

Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). *Teaching Number in the Classroom with 4-8 year-olds*. Los Angeles: Sage.

Tier: Tier 1

Activity - Mathematic Expressions Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	No Funding Required	Teachers K-5, Resource Room Teachers and Title I Interventionist and Paraprofessional.  Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
Activity - Focus Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills.</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$191200	Title I Part A, Title I Part A	Title One Interventionist and Title I Para-professionals Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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### Goal 4: All students at Weiss Elementary School will meet or exceed state standards in Science.

#### Measurable Objective 1:

53% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state proficiency targets in Science by 06/15/2018 as measured by using the state assessment designated by the MDE.

#### Strategy 1:

Research Based Science Instruction - Staff will instruct students using research based strategies ( inquiry, hands on activities, small group experiments, technology, etc.).

Category:

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. 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.

Tier: Tier 1

## School Improvement Plan

Frank E. Weiss Elem. School

Activity - Inquiry Based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students using the inquiry method imbedded in our Macmillan/McGraw Hill Science Series. Students will engage in small group laboratory experiments providing opportunities for oral and written communication. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	05/01/2014	06/15/2018	\$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 - Lego Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in upper elementary grades will engage in Lego MINDSTORMS Education. This kinesthetic activity utilizes technology for students. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Technology	Tier 1	Monitor	05/01/2014	06/15/2018	\$10000	General Fund	Selected classroom teachers K-5 and Technology support personnel.  Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.

## Goal 5: Teaching staff at Weiss Elementary School will use PLC development to foster a highly effective learning environment.

### Measurable Objective 1:

collaborate to develop teacher teams in order to raise and maintain student achievement by 06/15/2018 as measured by evidence of student achievement based on outcomes of quality formative assessment.

### Strategy 1:

Building and Revitalizing Professional Learning Communities - 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:

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 assessments to address individual instructional needs and drive instructional planning in the PLC.  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$3000	Title I Schoolwide	all school staff  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.

Activity - Common Learning Targets	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

All school staff will meet in PLCs 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 throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$6000	Title II Part A	all school staff  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.
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## Goal 6: All students at Weiss Elementary School will meet or exceed State standards in Writing.

### Measurable Objective 1:

71% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State proficiency targets in Writing by 06/15/2018 as measured by the State assessments that are designated by MDE..

### (shared) Strategy 1:

Writing Intervention Strategy - The Weiss Staff will implement effective research based writing strategies to provide instruction to better engage students and increase student achievement.

Category:

Research Cited: Calkins, Lucy McCormick. 1994. The Art of Teaching Writing (Second Edition),  
Portsmouth, NH: Heinemann.

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

Hillocks, George. 1986. Research on Written Composition: New Directions for Teaching. Urbana, IL: National Council of Teachers of English.

International Reading Association and National Council of Teachers of English. 1996.

Standards for the English Language Arts. Urbana, IL, and Newark, DE:

International Reading Association and National Council of Teachers of English.

Sierra-Perry, Martha. 1996. Standards in Practice: Grades 3-5. Urbana, IL: National Council of Teachers of English.

Wilhelm, Jeffrey D. 1996. Standards in Practice, 6-8. Urbana, IL: National Council of Teachers of English.

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Tier: Tier 1

Activity - Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Title II Part A	<p>Classroom teachers and support staff</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>

Activity - Writing With the Experts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize the Writing With the Experts model to teach writing using mentor texts.</p> <p>A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Title II Part A	<p>Classroom Teachers and Support Staff</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>

**Measurable Objective 2:**

A 2% increase of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency annually on the State proficiency targets in Writing by 06/15/2018 as measured by by State identified assessments as directed by MDE.

## School Improvement Plan

Frank E. Weiss Elem. School

### (shared) Strategy 1:

Writing Intervention Strategy - The Weiss Staff will implement effective research based writing strategies to provide instruction to better engage students and increase student achievement.

Category:

Research Cited: Calkins, Lucy McCormick. 1994. The Art of Teaching Writing (Second Edition), Portsmouth, NH: Heinemann.

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

Hillocks, George. 1986. Research on Written Composition: New Directions for Teaching. Urbana, IL: National Council of Teachers of English.

International Reading Association and National Council of Teachers of English. 1996.

Standards for the English Language Arts. Urbana, IL, and Newark, DE:

International Reading Association and National Council of Teachers of English.

Sierra-Perry, Martha. 1996. Standards in Practice: Grades 3-5. Urbana, IL: National Council of Teachers of English.

Wilhelm, Jeffrey D. 1996. Standards in Practice, 6-8. Urbana, IL: National Council of Teachers of English.

Tier: Tier 1

Activity - Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans.  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Title II Part A	Classroom teachers and support staff  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.

**School Improvement Plan**

Frank E. Weiss Elem. School

Activity - Writing With the Experts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize the Writing With the Experts model to teach writing using mentor texts.                      A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Title II Part A	Classroom Teachers and Support Staff  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry Based Science Instruction	Teachers will instruct students using the inquiry method imbedded in our Macmillan/McGraw Hill Science Series. Students will engage in small group laboratory experiments providing opportunities for oral and written communication. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Direct Instruction	Tier 1	Monitor	05/01/2014	06/15/2018	\$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.

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<p>Informational Text Comprehension and Vocabulary</p>	<p>Staff will instruct students using informational texts purchased to accompany the MC3 Social Studies framework. Teachers will use research based strategies to increase informational text comprehension by incorporating learning activities that target multiple intelligences which will be frequently monitored through assessments.</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/04/2012</p>	<p>06/05/2018</p>	<p>\$0</p>	<p>K-5 Teachers and support staff including Title I Interventionist and Paraprofessional and Special Education Staff</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>
<p>Social Studies Text, Leveled Readers and Trade Books</p>	<p>Teachers will instruct using leveled readers, MC3 and trade books to introduce, remediate, or enrich students with the content and vocabulary of Social Studies.</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/04/2012</p>	<p>06/05/2018</p>	<p>\$0</p>	<p>K-5 Teachers and support staff (Title I and Special Education).</p> <p>Activities in Social Studies will be monitored through lesson plans, walk throughs and grade level team notes.</p>

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Mathematic Expressions Implementation	The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Common Core expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes, and PLC data meetings.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2018	\$0	Teachers K-5, Resource Room Teachers and Title I Interventionist and Paraprofessional.  Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Tracking	Teachers will analyze data from formative assessments to address individual instructional needs and drive instructional planning in the PLC.  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$3000	all school staff  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Frank E. Weiss Elem. School

Lego Education	Students in upper elementary grades will engage in Lego MINDSTORMS Education. This kinesthetic activity utilizes technology for students. Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.	Technology	Tier 1	Monitor	05/01/2014	06/15/2018	\$10000	Selected classroom teachers K-5 and Technology support personnel.  Activities in Science will be monitored through lesson plans, walk throughs and grade level team notes.
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus Math Intervention	This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills.  Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$190000	Title One Interventionist and Title I Paraprofessionals  Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
Leveled Literacy Intervention Program	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	09/03/2013	06/15/2018	\$190000	Title I staff including interventionist, paraprofessionals and classroom teachers.

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Focus Math Intervention	<p>This program is a small group intensive intervention that is used 4-5 days a week with a targeted group of students. The program is a hands-on structured skill intensive group working on numbers and operation, number concepts and geometry skills.</p> <p>Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/08/2018	\$1200	Title One Interventionist and Title I Para-professionals Activities in Math will be monitored through lesson plans, walk throughs and grade level team notes.
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers' Workshop	<p>Staff will utilize writers' workshop models in their direct teaching of students. This will be monitored through walk through observations and lesson plans.</p> <p>Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.</p>	Direct Instruction	Tier 1	Monitor	09/06/2011	06/15/2018	\$3000	Classroom teachers and support staff  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.

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Guided Reading Groups and Reading Workshops	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	Monitor	09/02/2014	06/15/2018	\$3000	Principal, Classroom Teachers, and Support Staff
Common Learning Targets	All school staff will meet in PLCs 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 throughs and grade level team notes.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$6000	all school staff  Activities in PLC s will be monitored through lesson plans, walk throughs and grade level team notes.
Writing With the Experts	Teachers will utilize the Writing With the Experts model to teach writing using mentor texts. A teacher from upper and lower elementary were selected to attend " Writing with the Experts" at Wayne RESA. As a result of this training, they are providing instruction to thier colleagues through professional development days on best practices.  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.	Professional Learning	Tier 1	Monitor	09/06/2011	06/15/2018	\$4000	Classroom Teachers and Support Staff  Activities in Writing will be monitored through lesson plans, walk throughs and grade level team notes.