



School Improvement Plan

Southeast Elementary School

Howell Public Schools

Mr. Robert Starkey, Principal
861 E Sibley Street
Howell, MI 48843

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Southeast Elementary School is a suburban public school within the city limits of Howell, Michigan serving 340 students in grades K-5. Over 36% of the students are economically disadvantaged and 16% receive special education services. The school has housed the district's K-5 cognitively impaired classrooms since the 2010 school year. Ninety-four percent of the student body is Caucasian with enrollment by ethnicity being 3% Hispanic, 0.8% Asian/Pacific Islander, 1.8% African American, and 0.4% American Indian. The ethnicity make up of the school mirrors the ethnicity of the city of Howell itself.

Southeast Elementary is part of the Howell Public School District which encompasses 167 square miles in the heart of Livingston County. Howell Public Schools provides educational services to 7304 students through seven elementary schools (K-5), two middle schools (6-8), one high school (10-12) with a separate freshman campus(9). The staff of Southeast Elementary consists of 24.67 certified staff and 26 additional staff members that include secretaries, paraprofessionals, school psychologist, social worker, occupational and physical therapists, and speech pathologists. The staff at Southeast meets the standards for Highly Qualified Teachers as established by the state of Michigan. Our teachers have an average of 21 years of teaching experience. Sixty-seven percent of the teaching staff received an Educator Effectiveness rating of "Highly Effective" and 33% received a rating of "Effective." The pupil to teacher ratio is 14:1 which is similar to the national average.

The school program is structured to support Response to Intervention concepts that are offered during a daily 45 minute intervention and enrichment period that allows for differentiation based on student needs. As part of our RTI process at-risk staff also pushes in to grades K-2 during the first 45 minutes of the 90 minute literacy block to provide at-risk student support. Southeast is AdvancEd accredited as part of the 2015 Howell district accreditation process after completing a five year school improvement cycle through AdvancEd. The school staff analyzes data quarterly and makes adjustments to instruction as needed to support at-risk, special education, and general education students.

Southeast improved its Accountability Scorecard and its Top to Bottom Ranking. For the 2013-2014 school year, Southeast received overall Lime status on the Michigan Department of Education Scorecard with a score of 81.82%. Scorecards use a color coding system. In order of highest color to lowest, they are: Green, Lime, Yellow, Orange, and Red. Colors are based on meeting targets in the different Scorecard components. Southeast received a 76th percentile ranking on the Top to Bottom Ranking. This methodology gives an overall ranking to schools by using several different achievement-related measures in mathematics, reading, science, social studies, and writing. These rankings tell us how Southeast is doing relative to other schools throughout the state on student achievement, improvement in student achievement, and student achievement gaps.

In 2009 Southeast Elementary School adopted the Positive Behavior Support (PBS) model to develop a consistency in how discipline matters were handled within and outside the classroom. The Five Superstar Behavior Expectations are as follows: We are safe, We are kind, We are respectful, We are responsible and We use good manners are posted in all areas of the school. In the 2011 and 2012 school year, the district provided training in bully prevention strategies for teachers, aides and students. Parents and general aides received training in the fall of 2013. Southeast continuously monitors and improves its Positive Behavioral Interventions and Supports (PBIS) program.

School Improvement Plan

Southeast Elementary School

In addition, our students, as stated in our mission, are empowered to be self-directed learners and as such run a televised Southeast News program, a K-5 Recycling program, a 5th grade Safety Patrol, a Flag Crew, and a Student Council in grades 3-5. Southeast has an active PTO and parent volunteer group. These volunteers can be seen assisting in the classroom as well as planning family friendly events for the whole school to enjoy. Our volunteers add to the positive school-home connection and culture we continually strive to provide.

Southeast Elementary is part of the family friendly, inviting and caring community of Howell. According to the U.S. Census Bureau, the city of Howell is the 109th most populated city in Michigan with a population of 9,489, a median income of \$43,094 and a poverty rate of 11.8%. Howell is located in Livingston County and is the county seat. The city and townships of Howell have a combined population of 42,851 with a median income of \$65,000 and a poverty rate of 6.5%. Howell is known for the Michigan Balloonfest Challenge, an annual hot air balloon festival that is usually held the third weekend of June that the city hosts. The city is also the site of the Howell Melon Festival, an annual celebration of the Howell melon, a juicy hybrid cantaloupe known to grow only in the surrounding area. The three day festival, held in mid-August, draws approximately 50,000 visitors each year. A newer tradition has established itself as Howell hosts the annual Pink Party, a day to recognize breast cancer survivors and raise money for donations.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision, Mission and Beliefs:

Vision Statement: The Southeast school community will meet the educational needs of each child using data collection of grade appropriate assessments to guide instruction while promoting the highest levels of academic, artistic, physical and social-emotional development.

Mission Statement: The Southeast Learning Community will embrace the uniqueness of each child; educate through teaching excellence and empower students to become self-directed learners.

Beliefs Statement: At Southeast Elementary, we believe that all students can learn if we create an instructional match between student needs, instruction and learning tasks.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Southeast Elementary School is a Positive Behavioral Interventions and Supports School and systematically works to create a healthy, positive, and caring learning environment for students, families and staff. We have a robotics club and our students compete in a FIRST LEGO League competition. We also have a Girls on the Run team. We embrace and acknowledge the unique learning needs of our students and aspire to differentiate to meet those needs. In the last five years, Southeast has provided a 45 minute intervention/enrichment block daily to help differentiate student learning needs. In 2015 Howell Public School became district accredited through AdvancED. Southeast continues to follow and monitor the five quality standards of improvement through the AdvancED school improvement process during its school improvement meetings. The Southeast Learning Community seeks continuous improvement through data analysis.

In the next three years, Southeast would like to continue to close the gap between our bottom and top thirty percent of students. The core academic areas of Math, Writing and Science have been our lowest performing, and we are working through our school improvement process to put strategies and activities in place to address our gaps in these core areas. It is our hope that we have made significant gains in these areas in three years time.

We would also like to see our school become free of "mean" or bully types of behaviors. The majority of students, staff, and parents feel that Southeast is an emotionally and physically safe place to learn based on perception data. With that said, it is important that we continually address the issue of "bullying" with our school curriculum and behavior expectations so that the focus can be on academic learning.

Additional Information

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

None at this time.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Southeast School Improvement Team consists of teachers from multiple grade levels, support staff, parents, at-risk teacher, data team leader, and the principal. The Chairperson of the School Improvement Team is a teacher as is the Data Team Leader. The Chairperson and Data Team Leader complete the work of the Student Data Profile and School Improvement Plan after gathering input from the team and staff as a whole. The team works to develop, monitor and evaluate the school improvement plan and school vision, mission and belief statements. The team met eight times during the 2015/2016 school year and meeting minutes were distributed via email to all staff and posted on the school's Google drive. Meetings took place before school. The selection of the team is by team recommendations for members. The team plans on adding student members for the 2016/2017 school year.

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

The Southeast School Improvement Team has a School Improvement Chairperson and Data Team Leader who are responsible for completing the School Improvement Plan and Student Data Profile after gathering input from the team and school staff. The school improvement team has 8 teachers, 4 parents, one of which is a community business owner, and 1 support staff. In September, the school improvement team reviews the SIP for the upcoming year. In November-May the team evaluates through data and studies the progress toward our goals and the status of our strategies and activity steps. In May the school improvement team plans for the upcoming year based on the evaluation of the goals and study of the data provided.

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

The Southeast Elementary School Improvement Plan was published on the school's website. The school staff receives a copy of the school improvement plan at a glance at the first staff meeting. At grade level meetings (PLC's) and staff meetings throughout the year, goals are discussed and a discussion and/or evidence of implementation is provided by staff members. Data is reviewed monthly for progress monitoring assessments and quarterly for summative assessments at grade level and staff meetings to monitor student growth for at risk students, students with disabilities, and students at benchmark. This data dialogue and review provides information for evaluating progress of goals, strategies and activities of the school improvement plan.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|--|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Student Performance Diagnostic Document 2016 |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Above the expected level of performance was our first grade class. In both reading and math a large number of students met or exceeded expected growth on the NWEA. 90.55% of first graders exceeded expected growth targets in reading and 86% exceeded expected growth targets in math. All grade levels scored above the district and norm mean RIT in both reading and math on the NWEA, as well.

Describe the area(s) that show a positive trend in performance.

All grades are showing a positive trend in both reading and math as assessed by multiple tools.

Which area(s) indicate the overall highest performance?

Our 5th grade reading scores are the highest, with 88% of students proficient. Our 1st grade math scores are highest, also with 88% of students proficient.

Which subgroup(s) show a trend toward increasing performance?

Our kindergarten class showed the largest increase in reading with 61% proficient in the fall and 81% proficient in the spring.

Between which subgroups is the achievement gap closing?

Our 4th graders demonstrated a closing of the achievement gap in reading with a standard deviation of 17.2 in spring of 3rd grade to a 12.9 in spring of 4th grade.

Which of the above reported findings are consistent with findings from other data sources?

Our reading scores are consistent with multiple assessments given in each grade.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Using our overall reading data, grades 1 and 3 are below our expected SIP level of performance of 81% proficient in reading.

Describe the area(s) that show a negative trend in performance.

Grades 2 and 5 show a decrease in math proficiency from Winter 2016 to Spring 2016.

Which area(s) indicate the overall lowest performance?

The area which indicates the overall lowest performance is our 3rd grade math NWEA scores. Only 37% of students met their fall to spring growth target.

Which subgroup(s) show a trend toward decreasing performance?

N/A

Between which subgroups is the achievement gap becoming greater?

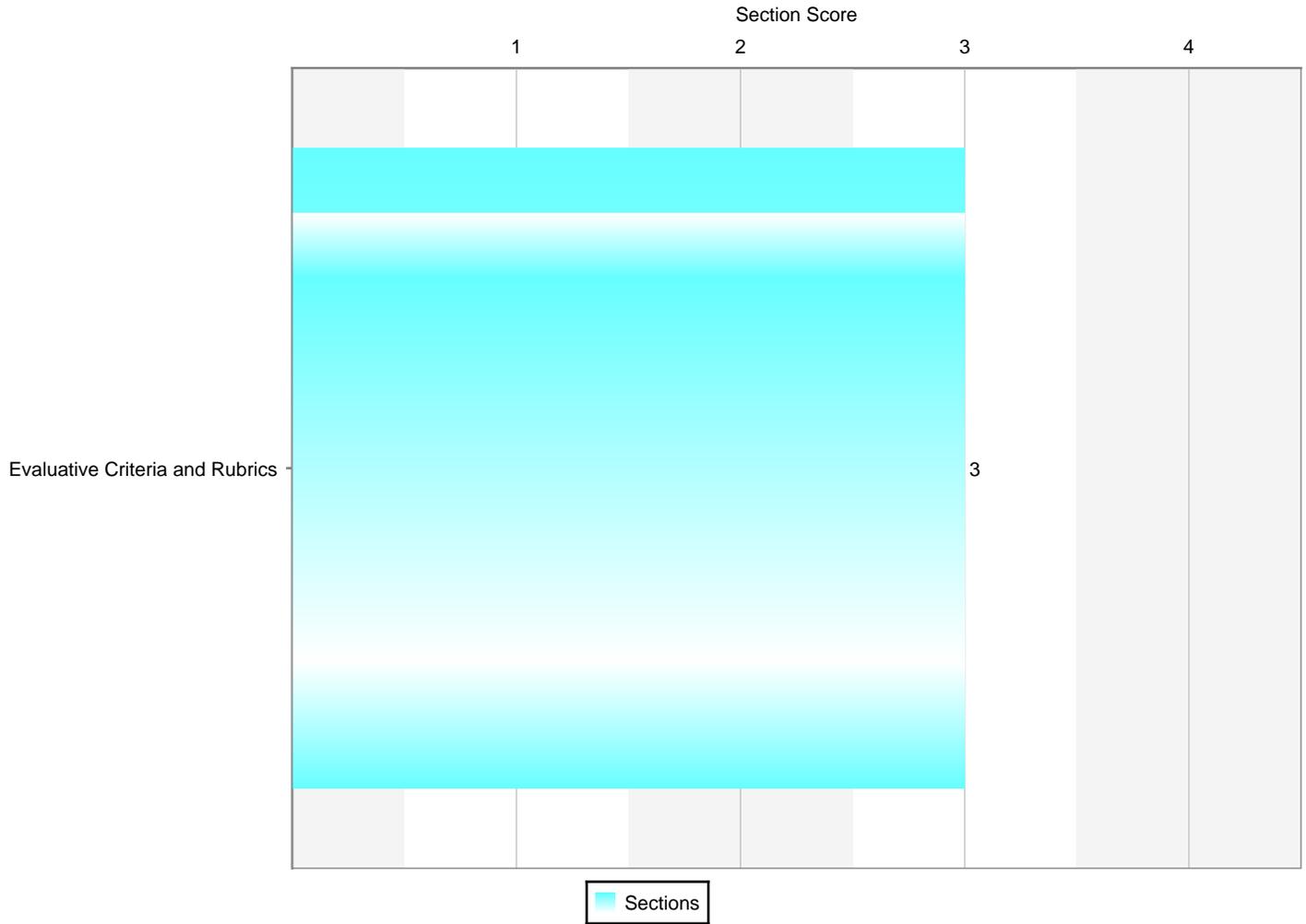
N/A

Which of the above reported findings are consistent with findings from other data sources?

Our scores are consistent with multiple assessments given in each grade.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|--|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | Stakeholder Feedback Data Document 2015/2016 |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to parent comments, Southeast Elementary is a small, close knit, positive learning community. Affirmations are abundant for our principal, our office staff, and our teachers. Parents say that our school is safe, friendly and welcoming. We have praises for our communication. We have many comments about wonderful teachers, student success, and a good learning environment with opportunities to be involved and/or challenged. The strongest perceived area is that of a safe, caring learning environment. Our staff's perception is that we work in harmony together. The students like to come to school here.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents' comments show a trend toward the satisfaction and approval of a smaller, close knit school community where all feel safe and successful. Our principal has been with us 3 years and he has brought additional unity and a caring family feel to our building. His approachable presence around the building allows for students and parents to feel safe and connected. Other comments include satisfaction with the teaching staff, smaller class sizes, and general building atmosphere. Those who know Southeast are very complimentary to us, and families and staff are loyal. We hear this often from substitute teachers who prefer this school and consistently remark on the friendly, warm atmosphere. When staff, students, and parents are happy to be here and to be involved, great things can and will happen.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Consistent with other feedback is our staff camaraderie. Our teaching and support staff enjoys working together in all facets of our careers. We take pride in sharing and strategically planning for our students' success. Staff participates in school functions and supports the PTO, as they also support teaching staff as classroom helpers, by purchasing many programs, technology, field trips and so much more to further the students' educational opportunities. The students' responses indicate a feeling of success and enjoyment within a safe, pleasant environment.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest level of approval is in the realm of technology. We have addressed this with a bond proposal which just passed and will allow us to soon step up to pace with other educational programs. We have many programs, such as Girls on the Run, Lego League Competition, Scouts, Reaching Higher, Guitar Club but we do not have something for everyone. Also, there is some dissatisfaction with the facility in terms of age, the playground, the bathrooms, and heating and cooling.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The technology issue is the number one dissatisfaction at this time. Other issues with building and playground. Southeast has had dissatisfaction with the cafeteria in regards to noise, student complaints of "mean" supervisory aides and unwanted food choices. Lunch/recess has been recently changed to recess first, followed by lunch for a more settled eating time. Most behavioral issues are then covered by the aides with the PBIS-Marcia McEvoy 15 second intervention, and "Think Sheet" instead of the behaviors being reported to teachers, which may make the aides now the "bad guys."

What are the implications for these stakeholder perceptions?

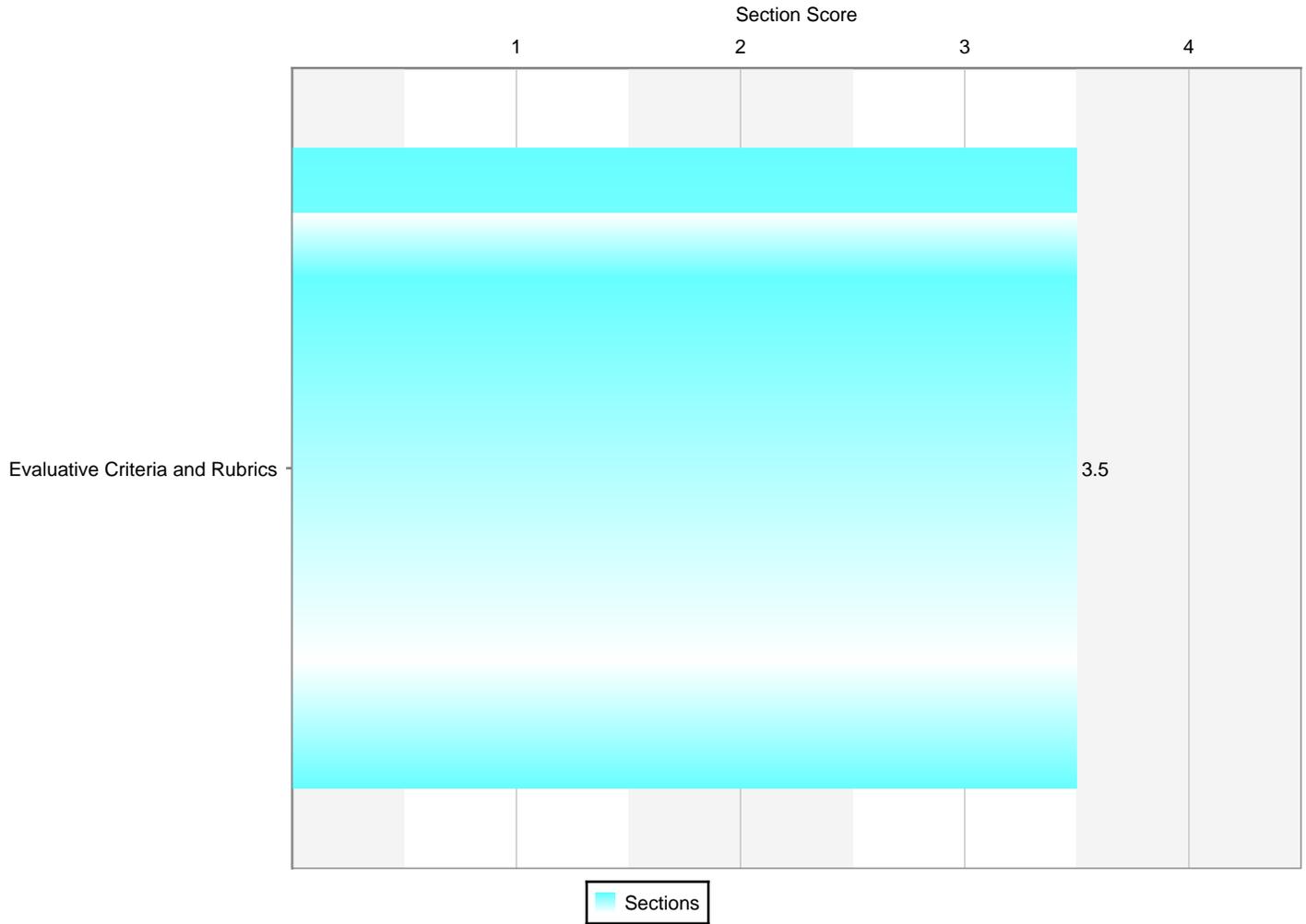
The implications are that we have to improve technology, which has brought about our school board's technology bond. Stakeholders obviously agree and did pass the bond. We look forward to the plan being instituted as soon as possible. Had it not passed, it is possible that those who are extremely dissatisfied may choose to go elsewhere. We hold that the educational product we offer families is very strong, and their recent support on the bond implies stakeholder support. Building conditions improve through cooperation of PTO, which seeks ways to support our building inside and out.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All the solid teaching and educational efforts in Southeast continue to produce positive results. Lack of technology was supported by the public and the bond proposal passed.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Three year trend data shows a decline in student enrollment (2013-14 - an average of 433 students, 2014-15 - an average of 387 students, 2015-16 - an average of 339 students). One challenge we face is how enrollment affects staffing. With the continued decline in enrollment for both school and district, we have faced losing quality teachers and ancillary staff. This includes reduction of hours for our school counselor and our teacher consultant. The school counselor plays an important role in our positive behavior support system. Our teacher consultant, who also facilitates our Instruction Consultation process, is an integral part of connecting student, teacher and instruction to best meet each student's needs.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Three year trend data shows an incline in student attendance. Students in the 2013-14 school year were absent an average of 10 days/student. In the 2014-15 school year students were absent an average of 9 days/student. Students in the 2015-16 school year were absent an average of 8 days/student. A challenge that has been identified focuses on students who are in the at-risk and special education subgroup. Research shows that this subgroup needs more repetition and individualized attention during the school day. When class is missed, it is, comparatively, more detrimental to these students than to the general education students.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our PBIS team monitors discipline data every quarter. This year we have seen a small decrease in reported student behavior data. Over the last four years, boys consistently have more discipline incidents. During the 2015/2016 school year, Out of School Suspensions were utilized 28 times as a behavior consequence. In the 2015/2016 school year, 90.4% of reported incidents involved male students. This has been a consistent trend at Southeast over the last four years. When we look at specific discipline referrals, we see a need to address physically aggressive behaviors (hitting, kicking, pushing, and swearing). Our student behavior data indicates low reported incidents of teasing/harassment. Southeast has worked hard to decrease these types of aggressive behaviors. Our teachers feel that our CI program has helped our students to be more accepting.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

An action that could be taken to increase student enrollment is for the district to redistrict students so there is a more equitable population at each elementary building. This will give all buildings equal staff time and will better meet the needs of our students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our school's principal, Bob Starkey, taught high school for 8 years, was a middle school administrator for 5 years then became our principal. He has been at Southeast for 3 years. This may have an impact on student achievement because of the lack of experience Mr. Starkey had with elementary students and curriculum. Mr. Starkey was required to learn about this building's needs and challenges before he was able to lead our school effectively. However, being a relatively new administrator in elementary school, he stays up on current trends in education. We are also hopeful that we will have the same administrator for a number of years which provides consistency for staff and students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our general education teachers have an average of 22 years of teaching experience. This likely has a positive impact on student achievement. Having a more experienced staff enables us to establish a teaching community that is comfortable with collaboration because of the number of years most teachers have worked together. Students benefit from teachers with many years of experience to draw upon and families enjoy the benefit of getting to know teachers well. Student achievement is positively affected because students feel comfortable and familiar with our consistent staff.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Mr. Starkey's absences this year has been limited. He was out for one sick day and 5 days for personal business. These absences have little impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We had a total of 350 teacher absences this year. Teacher absences may have a negative impact on student achievement because it disrupts continuity in the instructional environment. However, teachers in our school take great care to ensure that our guest teacher are prepared for the day. Furthermore, all staff members created a substitute teacher folder to have readily available. The folder contains lesson plans, building guidelines and procedures and information on specific students to help the day run smoothly.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

No actions needed.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The standards that stand out as strengths are "Purpose and Direction" and "Governance and Leadership". Each with an average of level 3 or above.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The standard that stands out as our biggest challenge is "Resources and Support Systems", specifically in the areas focused on technology and support services (i.e. counselors).

12. How might these challenges impact student achievement?

Lack of technology in the building has proven to hinder students' achievement and performance, especially on state and district assessments that require tech savvy students. Students are expected to be able to use current technology on these assessments but have had little exposure to them through the school.

Our school counselors have had their hours reduced at each building over the past several years. This gives students fewer outlets when social and emotional issues arise. The issues children face affect their concentration and focus at school, hence affecting achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

A technology bond passed in fall 2015. Once the equipment has been presented to schools, we will incorporate best practice in technology usage in the classroom to improve teacher's understanding and likelihood of success using the new technology.

With our lack of counselors, teachers have taken on more of an active role in implementing the PBIS strategies outlined in our current SIP.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

In every grade level, K-5, in our building, each teacher has a block of time designated as "intervention/enrichment". During this time no new instruction can occur, but teachers can use this time to enhance the learning of all students (supplement). Students with disabilities who have
SY 2016-2017

qualified for extra support in an area receive support services during this time (in addition to possible co-teaching/push-in delivery). By doing this, these students do not miss any new instruction and have regular times to receive the intervention program for their specific disability.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Our school does not offer Extended Learning Opportunities outside of the school day.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Our school does not offer Extended Learning Opportunities outside of the school day.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence we have that indicate state content standards being taught with fidelity include submission of teacher lesson plans with content standards linked to lessons. These plans are then referred to when a classroom observation is done by an administrator to make certain of the correlation between the plans listed and the content taught.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do not administer a health survey/screener

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

All mean RIT scores for all grade levels on the 2015-16 NWEA fall, winter and spring assessments were above the norm RIT. A significant strength was in our first grade data. This grade, at 187.7, was 10.2 points above the norm of 177.5.

By reviewing the 2014-15 M-Step data our fourth grade students were the strongest across our upper grade levels with 69.2% of students scoring advanced or proficient. This is a staggering 22.6% above the statewide average.

19b. Reading- Challenges

A noted weakness from the 2015-16 NWEA assessment data shows 4th and 5th grades as only being a bit over 2 points higher than the norm. While this is a relative weakness, it is not significantly low enough to be a concern.

One the 2014-15 M-Step slightly over half (53.9%) our third grade student were considered advanced or proficient. This is over 10% below the district wide percentage of 64%.

19c. Reading- Trends

With the introduction of the new M-STEP assessment, schools were advised to be prepared to see a decrease in scores from the MEAP assessment from previous years. This was evident in our 2014-15 M-STEP third grade reading scores which saw a drop beginning in the SY 2016-2017

2011-12 school year. That year students advanced or proficient in reading was at 82%. It subsequently dropped over the next three years with the largest decrease (23.6%) occurring between the 2013-14 and 2014-15 school years.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In our 2016-17 school improvement plan, reading will continue to be a focus. One addition to our SIP is the implementation of Reader's Workshop. This will ensure that all students receive differentiated instruction based on their current strengths and needs.

Teachers will also learn how to use NWEA reports to guide student goal setting. This will increase the students' accountability and motivation for their personal reading growth.

Like years past, we will continue to offer a Multi-Tiered System of Support by utilizing our at-risk staff to meet with small intervention groups who need reading help outside of their core instruction time.

20a. Writing- Strengths

Looking at our 2014-15 M-STEP data for fourth grade writing 86.2% of our students were making adequate progress. This percentage is significantly higher than the district (70.4%), ISD (74.8%) and state (66.8%). Our scores are 19.4% higher than the state's scores.

20b. Writing- Challenges

On the 2014-15 M-STEP assessment, in writing 67.3% of our third graders made adequate progress. These scores are lower than the district (82.1%), ISD (81.8%) and state (73.1%). Even though the scores are lower in comparison, our scores have improved when looking at previous years' MEAP scores. It should be noted that these percentages are for those considered advanced/proficient versus the M-STEP label of "making adequate progress".

20c. Writing- Trends

Our winter 2015-16 NWEA writing section in the Language Usage portion of the assessment shows a growth in the mean RIT scores from the previous year. From second grade 2014-15 to third grade 2015-16, there was a 9.9 point growth. From third grade 2014-15 to fourth grade 2015-16, a 14.1 point growth was noticed.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school will continue to implement Writer's Workshop as outlined in the SIP. Teachers will increase use of mentor texts (reading aloud). Teachers will learn and implement new mini lessons. Teachers will also expand their expertise in developing a plan for conducting and debriefing instructional rounds.

21a. Math- Strengths

One noted strength in math finds 66.2% of our 4th grade students scored proficient or higher on the 2014-15 M-Step. This is an 8.3% increase from the previous year's MEAP. This is significantly higher than peers of the district (50.5%), the ISD (52.5%) and the state (41.4%).

A NWEA Assessment data shows 2 math strengths in our lower grades. 2nd grade has a spring mean RIT score of 204, which is 11.9 points above the norm (192.1). 1st grade has a spring mean RIT score of 190.8, which is 10 points above the norm (180.8).

21b. Math- Challenges

A noted challenge in math this year lies with our current 3rd grade class. On the NWEA spring assessment, third graders scored only 1.1 points above the norm RIT score of 203.4. This class had only 36.9 % of students meet their projected growth target from fall to spring.

Another challenge was found in 2014-15 M-Step data. On this assessment 48.1% of our third graders scored Advanced or Proficient. That is a 7.9 percent decrease from the previous year's MEAP and is significantly lower than the district (66.2%) and the ISD (62.2%).

21c. Math- Trends

The fourth grade math data from the 2014-15 M-Step saw an 8.3% increase from the previous year's MEAP data.

All lower grades saw growth in the NWEA RIT scores from 2014-15 to 2015-16. The largest growth occurred during the first grade year with a RIT score of 160.1 in spring of kindergarten to 190.8 in spring of first grade.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our current third graders, which is our lowest achieving area, may be an indication that there aren't enough interventions in place for students who struggle with math concepts. This will be addressed in the SIP by utilizing the NWEA reports to group students by need. Teachers and at-risk staff can then tier instruction and service the struggling students in a small group setting during a math enrichment time block while more advanced students can receive higher level instruction. We hope to have this interventions in place at the beginning of next school year for the incoming 4th graders.

22a. Science- Strengths

In 2014-15 our fourth grade students were assessed in science on the M-STEP. We had 21.5% of our students score advanced or proficient on this assessment. This exceeds those in the district (17.5%), the ISD (17.4%) and the state (12.4%).

22b. Science- Challenges

Compared to all other subjects on the 2014-15 M-STEP, science is our weakest area. We would like a much higher percentage of our students achieving.

22c. Science- Trends

Our fourth grade students made a 7.4% increase on the science portion of the state assessment from the previous year's MEAP score. This shows an upward trend.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our challenges in science will be addressed by adding STEM and project based learning (PBL) into our school improvement plan. Our hope is for all teachers to increase their knowledge and understanding of the STEM process and to increase implementation of STEM lessons in their classrooms.

23a. Social Studies- Strengths

In 2014-15 the M-STEP social studies assessment was taken by our fifth grade students. 40.5% of these students scored advanced or proficient which exceeds students in the district (17.5%), ISD (17.4%) and the state (12.4%).

23b. Social Studies- Challenges

A challenge in social studies is noted in the mid-year scores on the fourth grade district common assessments. In quarter 2 only 56% of students scored advanced or proficient and in quarter 3 only 50% scored advanced or proficient. In quarter 4, however, 92% scored advanced or proficient. Our school's challenge will be to keep the fourth grade social studies scores consistent throughout the school year.

23c. Social Studies- Trends

A noted trend in social studies is found in our fourth and fifth grade district common assessments. In both grades the percentage of students scoring advanced or proficient increased significantly from the onset of the school year to the conclusion of the year.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The areas that indicate the overall highest level of satisfaction among students is Purpose and Direction and Resources and Support Systems.

24b. Student Perception Data

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

The area that indicates the overall lowest level of satisfaction among students is Using Results for Continuous Improvement.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

One area which students commented about multiple times in our open ended survey questions was the cafeteria. Many said that the cafeteria was too noisy. Some thought the lunchroom aides were too strict. Others disliked the lunches that were provided.

Some ideas of how to improve these factors include giving the lunch aides training in building relationships with students and having a certain amount of required "quiet" time for each grade level at the beginning of the lunch period. Another idea was to create a student committee who could meet with the cafeteria support staff to discuss some of the issues so the students will feel empowered in the decision making.

25a. Parent/Guardian Perception Data

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

Parents have the highest level of satisfaction in our school's Resources and Support Systems. Parents have indicated being pleased with our staff and the family atmosphere we strive for. Parents feel the school is safe. They indicate communication as also being a strength.

25b. Parent/Guardian Perception Data

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

The area in which parents feel the lowest level of satisfaction is Governance and Leadership, with a specific concern involving the interference of the governing body on the operations and leadership of our school. Parents have indicated also being unsatisfied with the amount of technology used and the lack of upkeep on some of the facilities.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Technology is an area that our district has put much time and effort in improving. A bond passed last fall with the intention of using these funds for updating and integrating technology into all of the buildings. It is expected that new devices and infrastructure will be in place at some point in the 2016-17 school year.

26a. Teacher/Staff Perception Data

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

The area which indicates the highest level of satisfaction among teachers and staff is Purpose and Direction. Most staff members feel that our school's purpose statement is clearly defined and communicated. The purpose statement is supported by policies and practices. Our school has a continuous improvement process based on data, goals, actions and measures of growth.

26b. Teacher/Staff Perception Data

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

The area that indicates the lowest level of satisfaction among staff members is Teaching and Assessing for Learning. Staff members will often critique themselves much harsher than others so it was not surprising that this was the case. Areas of specific concern included the lack of technology, the lack of support for new staff members and the lack of training to implement a formal process that promotes discussion about student learning.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Technology is an area that our district has put much time and effort in improving. A bond passed last fall with the intention of using these funds for updating and integrating technology into all of the buildings. It is expected that new devices and infrastructure will be in place at some point in the 2016-17 school year.

Our specific school doesn't have the capability of providing new staff training or training for a formal process for evaluating student learning.

It is the hope that the district will begin to provide these trainings.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Not applicable

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Not applicable.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Not applicable.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic Data Strengths - Our staff has been consistent here for a number of years. We know each other well and are very collaborative. Students feel safe coming to school and know many names and faces of staff members. Documentation of student behavior data has improved and is more comprehensive. Our PBIS team monitors this data and makes recommendations to the School Improvement Team and staff. We saw an increase in Out of School Suspensions this school year.

Demographic Data Challenges - Our district as a whole has suffered from declining enrollment numbers. Although numbers seem to be rising slightly again, they are lower than they were five to 10 years ago. When reviewing discipline data, boys consistently have more discipline incidents. A majority of student behavior incidents take place in our least supervised location (playground). We need to address physically aggressive behaviors (hitting, kicking, pushing, and swearing) at Southeast.

Process Data Strengths - Our At-Risk program has provided services to many of our struggling students through RTI. We have also increased our communication with stakeholders, making parents and students more aware of school events, opportunities, expectations and student growth through data and assessments. There are systems in place to ensure teachers are teaching state standards with fidelity.

Process Data Challenges - Our resources and services have been decreased due to district budgetary choices. Counselors are shared between buildings as well as social workers, psychologists and occupational therapists. Also attributed to budgetary issues, Howell is lacking in updated technology which effects students performance on high-stakes tests.

Achievement Data Strengths - Our school has a high rate of proficiency in reading. We have begun the work to increase teachers' knowledge of the Writer's Workshop Model. Our current math program (Everyday Math) has been adapted to be more aligned with the Common Core Standards.

Achievement Data Challenges - The Everyday Math Program lacks the repetitiveness students need to become masterful in basic skills. Using the Writer's Workshop Model is a work in progress, which means some students are not benefiting from fully integrated writing instruction. Our science and social studies programs do not fully align with state standards.

Perception Data Strengths - Parents, teachers and students all noted our kind, welcoming staff.

Perception Data Challenges - Parents, teachers and students all noted our lack of current technology.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

In the area of Demographic Data, the challenges of declining enrollment may impact students achievement through larger class sizes. As less sections of grade levels are needed in our building, decisions are made at the district level that could result in larger class sizes.

In the area of Process Data the challenges of reduction of resources and support systems impact student achievement. When students' emotional needs are not met (less support from social workers and counselors) their academic success is often affected. The lack of current technology puts our students behind academic trends because they are not able to access the same information or learn up-to-date systems as students with more current technology.

In the area of Perception Data, our stakeholders also mentioned the lack of technology as being our biggest challenge.

A technology bond passed in fall of 2015. Once the equipment has been presented to schools, we will incorporate best practice in technology usage in the classroom to improve teachers' understanding and likelihood of success using the new technology.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The Writer's Workshop Model will continue to be a strategy that we will focus on for writing instruction. The reader's workshop model will be added to our school improvement plan in 2016-17. We will develop and conduct instructional rounds to increase collaboration among teachers. We will learn a systematic process for responding to mean/aggressive behavior and use class meetings to support positive behavior in the school. Teachers will continue to use data from sources such as M-STEP, NWEA and DIBELs to discuss and plan strategies and interventions to ensure all students are making expected growth. We will ensure grade level PLCs are scheduled frequently so that all teachers have time to evaluate data and collaborate with colleagues.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | <p>Literacy Assessments</p> <ul style="list-style-type: none"> - DIBELS: 3X annually grades K-2 as a universal screener and biweekly for At-Risk progress monitoring. - DRA II: 3X annually in grades K-3 for below benchmark students. - Scholastic Reading Inventory (SRI): 3X annually in grades 3-5. - MLPP: A diagnostic tool used 3X annually in grade K. - NWEA: 3X annually grades 1-5 and in the spring for grade K. <p>Math Assessments</p> <ul style="list-style-type: none"> - NWEA: 3X annually in grades K-5. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | You can access the Southeast Annual Education Report at: http://howellschools.com/Southeast.cfm | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | N/A | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | N/A | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 5. | <p>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</p> <p>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</p> | Yes | http://www.neola.com/howell-mi/ | |

School Improvement Plan

Southeast Elementary School

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|--|-------------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Liza M. Kelly, J.D., PHR Executive Director of Labor and Relations and Personnel 401 Highlander Way, Suite B Howell, MI 48843 517-548-6241 | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| 7. | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | No | N/A | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No | N/A | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|---|-------------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | Yes | Southeast has a 36% low socioeconomic rate and utilizes section 31A At Risk funds to target instruction and resources in closing academic achievement gaps for students at risk. Attached you will find the Southeast At-Risk Plan for the 2015-2016 school year. | |

2016/2017 Southeast Elementary School Improvement Plan

Overview

Plan Name

2016/2017 Southeast Elementary School Improvement Plan

Plan Description

2016 - 2019

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students at Southeast Elementary School will show academic growth in Writing. | Objectives: 1 Strategies: 1 Activities: 5 | Academic | \$0 |
| 2 | All students at Southeast Elementary School will show academic growth in Mathematics. | Objectives: 1 Strategies: 2 Activities: 15 | Academic | \$0 |
| 3 | All students at Southeast will behave in a manner that promotes a positive atmosphere for academic learning and social growth. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$1140 |
| 4 | All students at Southeast Elementary School will show academic growth in Reading. | Objectives: 1 Strategies: 2 Activities: 10 | Academic | \$152994 |

Goal 1: All students at Southeast Elementary School will show academic growth in Writing.

Measurable Objective 1:

100% of Second, Third, Fourth and Fifth grade students will increase student growth and 60% of Second, Third, Fourth and Fifth grade students will meet their Fall to Spring Projected Growth Targets in Writing by 06/14/2017 as measured by the writing elements of the NWEA MAP Assessment.

Strategy 1:

Improve teaching and learning through the writing process - All teachers will implement direct instruction of Writing Workshop.

Category: English/Language Arts

Research Cited:

- According to Marzano (2011), "Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration."
- According to Troen and Boles, ("The Power of Teacher Rounds," 2014), in order to transform instructional practice, teachers need to work together and hold each other accountable at the school level. Teacher rounds are an accessible yet powerful tool that engages teachers in school-based, professional learning to improve student achievement.
- Best Practice: Effective writing programs involve the complete writing process. (Zemelman, Daniels and Hyde, 2005).
- Guiding Readers and Writers: Daily writing is as necessary as daily reading. Students must develop a routine for writing; it is a daily activity, not a series of isolated assignments. (Fountas and Pinnell, 2001).
- The Writing Workshop: Working through the Hard Parts and they're All Hard Parts. (Wood Ray and Laminak, 2001).
- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: Writing Programs .44. (Hattie, 2012).
- What Works Clearing House: Teaching Elementary School Students to Be Effective Writers (June 2012). "The recommendations in this guide cover teaching the writing process, teaching fundamental writing skills, encouraging students to develop essential writing knowledge, and developing a supportive writing environment." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf#page=18

Tier: Tier 1

| Activity - Writing Workshop Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

Southeast Elementary School

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|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will implement the components of Writing Workshop included in the text, "Writing Workshop the Essential Guide" by Ralph Fletcher and JoAnn Portalupi on a daily basis. | Teacher Collaboration, Direct Instruction, Supplemental Materials | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Writing Teachers, Principal |
| Activity - Mini Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will learn and implement daily (5-10 minute) mini lessons. | Professional Learning, Teacher Collaboration, Materials, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Writing Teachers, Principal |
| Activity - Instructional Rounds Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Writing Teachers, At Risk Teacher, Principal |
| Activity - Expand Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement daily independent writing of students' choice. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/14/2016 | \$0 | No Funding Required | All Writing Teachers, Principal |
| Activity - Writing Workshop Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Southeast Elementary School

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|--|---|--------|-----------|------------|------------|-----|---------------------|---------------------------------|
| Teachers will assess 3 writing samples per student to progress monitor student growth. Assessments will be double scored with a common rubric. | Teacher Collaboration, Getting Ready, Direct Instruction, Monitor, Evaluation | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Writing Teachers, Principal |
|--|---|--------|-----------|------------|------------|-----|---------------------|---------------------------------|

Goal 2: All students at Southeast Elementary School will show academic growth in Mathematics.

Measurable Objective 1:

100% 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 increase student growth and 66% of all students will meet their Fall to Spring Projected Growth Target in Mathematics by 06/14/2017 as measured by the NWEA MAP Assessment.

Strategy 1:

Improve teaching and learning through best practice strategies to support math instruction - All teachers will utilize systematic and explicit vocabulary instruction and implement the EDM resources with fidelity.

Category: Mathematics

Research Cited: • According to Marzano (2011), "Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration."

- According to Troen and Boles, ("The Power of Teacher Rounds," 2014), in order to transform instructional practice, teachers need to work together and hold each other accountable at the school level. Teacher rounds are an accessible yet powerful tool that engages teachers in school-based, professional learning to improve student achievement.
- Building Academic Vocabulary: "Teaching specific terms in a specific way is the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school." (Marzano, 2005).
- Classroom Instruction that Works: "Vocabulary is directly linked to intelligence and comprehension." (Marzano, 2001).
- Teaching with Poverty in Mind: "Parents from poverty use different vocabulary words every day, both fewer and less complex than those heard in families of greater income." (Jensen, 2009).
- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: Vocabulary programs 0.67. (Hattie, 2012).
- What Works Clearing House: Teaching Math to Young Children. (November 2013). "This practice guide provides concrete suggestions for how to increase the emphasis on math instruction. It identifies the early math content areas that are important for young children's math development and suggests instructional techniques that can be used to teach them." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/early_math_pg_111313.pdf#page=42

Tier: Tier 1

School Improvement Plan

Southeast Elementary School

| Activity - Vocabulary Games | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will learn and utilize vocabulary games. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |
| Activity - CI Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| CI Teachers will participate in 2-3 instructional rounds in district or county-wide. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | CI Teachers, Principal |
| Activity - STEM Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will increase implementation of STEM lessons. Teachers will create opportunities for students to explore engineering and technology, and use design thinking as an approach to problem solving. | Professional Learning, Implementation, Teacher Collaboration, Getting Ready, Direct Instruction | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, At Risk Teacher, Principal |
| Activity - STEM Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will explore new ideas related to STEM learning and increase their knowledge and understanding of the STEM process. | Implementation, Teacher Collaboration, Technology, Direct Instruction, Supplemental Materials | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, At Risk Teacher, Principal |

School Improvement Plan

Southeast Elementary School

| Activity - Develop Pre/Post Vocabulary Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers will develop pre/post vocabulary assessments to determine impact of instructional strategy implementation on student achievement and comprehension. | Implementation, Teacher Collaboration, Monitor | Tier 1 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |
| Activity - Review Pre/Post Vocabulary Assessment Data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will collectively review pre/post vocabulary assessment data to determine effectiveness/fidelity of implementation and impact on student achievement. | Implementation, Teacher Collaboration, Monitor, Evaluation | Tier 1 | Evaluate | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |
| Activity - CI Teacher-Common Core Essential Elements | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| CI teachers will learn and implement Common Core Essential Elements and use them for instructional planning. | Implementation, Getting Ready, Materials, Direct Instruction, Academic Support Program | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | CI Teachers, Principal |
| Activity - Parent Curriculum Meeting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will develop and host a parent curriculum meeting. Parents will have the opportunity to receive training on math curriculum and resources to support the needs of student learners while at home. | Community Engagement, Implementation, Getting Ready, Parent Involvement, Communication | Tier 2 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |

School Improvement Plan

Southeast Elementary School

| Activity - Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |
| Activity - Essential Math Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will update the Southeast Essential Vocabulary for Math as aligned with Common Core Standards. | Implementation, Teacher Collaboration, Direct Instruction, Monitor, Evaluation | Tier 1 | Evaluate | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |
| Activity - Everyday Math Games | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize the Everyday Math Interactive Games found online through ConnectEd. | Implementation, Direct Instruction, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, Principal |

Strategy 2:

Improve teaching and learning through Multi-tiered /System Supports (MTSS) - All teachers will implement the MTSS model to improve math instruction.

Category: Mathematics

Research Cited: • Learning by Doing: "Effective goals foster both the results orientation of a PLC and individual and collective accountability for achieving the results. They help close the gap between the current reality and where the staff hopes to take the school (the shared vision)." (Dufour, 2006).

- Response to Intervention: "Response to Intervention (RtI) is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).
- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: RtI 1.07. (Hattie, 2012).
- What Really Matters in Response to Intervention: "Teacher expertise and small-group instruction may be especially critical at the primary level. CIERA (Center for the Improvement of Early Reading Achievement) investigated the practices of accomplished teachers within schools, who were helping strugglers beat the odds and achieve. What they found is a real eye-opener: Time spent in small-group instruction for reading distinguished the most effective schools from the other schools in the

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study..." (Taylor, 2000).

- What Works Clearing House: Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools. (April 2009). "This practice guide offers eight recommendations for identifying and supporting students struggling in mathematics."

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=27

- What Works Clearing House: Teaching Math to Young Children. (November 2013).

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/early_math_pg_111313.pdf#page=18

- What Works Clearing House: Teaching Math to Young Children. (November 2013). "This practice guide provides concrete suggestions for how to increase the emphasis on math instruction. It identifies the early math content areas that are important for young children's math development and suggests instructional techniques that can be used to teach them." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/early_math_pg_111313.pdf#page=42

- What Works Clearing House: Using Student Achievement Data to Support Instructional Decision Making. (September, 2009). "The recommendations in this guide create a framework for effectively using data to make instructional decisions."

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf#page=25

- What Works in Schools: "A guaranteed and viable curriculum is the school-level factor that most affects student achievement. Schools must protect the instructional time available and ensure the essential skills are covered." (Marzano, 2003).

- What Works in Schools: "The effect of students setting academic and personal goals can be calculated to be between 18 and 41 percentage points difference in student achievement." (Marzano, 2003).

Tier: Tier 1

| Activity - At Risk Math Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|---|
| At Risk staff will work with grades K-2 to improve mathematical fluency skills outside of the core instructional time. | Implementation, Direct Instruction, Monitor | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | At Risk Staff, K-2 Math Teachers, Principal |

| Activity - PLCs for Data Analysis and Enrichment Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will learn how to conduct a grade level benchmark meeting (3 extended PLCs), how to use data dialogue protocols, and how to read data reports to inform instructional practices to improve learning for all students. Teachers will review, evaluate, monitor, and improve implementation of MTSS and reevaluate student interventions. | Professional Learning, Teacher Collaboration, Monitor | Tier 2 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, At Risk Teacher, Special Education, LESA Support Staff, TC, Principal |

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| Activity - NWEA Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will learn how to generate and read NWEA data reports to inform instructional practices to improve learning for all students. | Professional Learning, Teacher Collaboration, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, At Risk Teacher, LESA Support Staff, Principal |

| Activity - NWEA Student Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will learn how to use NWEA reports to guide student goal setting (grades 3-5). | Professional Learning, Implementation, Getting Ready, Direct Instruction, Monitor | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Math Teachers, At Risk Teacher, LESA Support Staff, Principal |

Goal 3: All students at Southeast will behave in a manner that promotes a positive atmosphere for academic learning and social growth.

Measurable Objective 1:

collaborate to decrease out of school suspensions by 16% by 06/14/2017 as measured by Power School and the PBIS Google.doc.

Strategy 1:

Improve teaching and learning through best practice strategies to support classroom management and student behaviors - All teachers will utilize clear behavior expectations, consistent consequences, preventative measures to decrease problem behaviors, and social skills instruction.

Category: School Culture

Research Cited: • Coordinated School Health: "The healthy development of children and adolescents is influenced by many societal institutions. After the family, the school is the primary institution responsible for the development of young people in the United States. Schools have direct contact with more than 95 percent of our nation's young people aged 5-17 years, for about 6 hours a day, and for up to 13 critical years of their social, psychological, physical, and intellectual development. Schools play an important role in improving students' health and social outcomes, as well as promoting academic success." (June, 2011).

- Core Components of a School-Based Aggression Prevention Program. (Dr. McEvoy, 2014). <http://marciamcevoy.com/>
- Helping Kids Get Along: How to Reduce Student Cruelty and Enhance Caring Relationships. (Dr. McEvoy, 2014). <http://marciamcevoy.com/>

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- Reaching Higher. <http://www.reachinghigherinc.org>
- School Wide PBS: "Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school wide PBS is to establish a climate in which appropriate behavior is the norm." (PBIS.org, 2011)
- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: Teacher-student relationships 0.72. (Hattie, 2012).
- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: Classroom management 0.52. (Hattie, 2012).
- What Works Clearing House: Reducing Behavior Problems in the Elementary School Classroom. (September 2008). "This practice guide offers five concrete recommendations (see table 2) to help elementary school general education teachers reduce the frequency of the most common types of behavior problems they encounter among their students." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf#page=28

Tier: Tier 1

| Activity - Response to Mean/Aggressive Behaviors | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will develop and learn a systematic process for responding to mean/aggressive behaviors. | Policy and Process, Professional Learning, Behavioral Support Program, Teacher Collaboration | Tier 1 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | PBIS Team, All Staff, Principal |

| Activity - Teach Behavioral Expectations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will teach students the behavioral expectations for all areas of the school using the behavior matrix. | Policy and Process, Professional Learning, Behavioral Support Program, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | PBIS Team, All Staff, Principal |

| Activity - Attend START Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Selected teachers will learn strategies to support students with disabilities by attending S.T.A.R.T. training through LESA/WISD. | Professional Learning, Behavioral Support Program, Getting Ready, Communication, Academic Support Program | Tier 2 | Getting Ready | 07/01/2016 | 06/14/2017 | \$1140 | Title II Part A | Selected Teachers, Special Education Director, Principal |
|---|---|--------|---------------|------------|------------|--------|-----------------|--|

| Activity - Tiers of Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will learn strategies to enhance instructional practices and increase student engagement and performance through three tiers of intervention (Capturing Kids' Hearts and Reaching Higher). | Implementation, Behavioral Support Program, Parent Involvement, Communication, Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | Teachers, Guidance Counselor, Principal, Executive Director of Instructional Services |

Goal 4: All students at Southeast Elementary School will show academic growth in Reading.

Measurable Objective 1:

100% of First, Second, Third, Fourth and Fifth grade students will increase student growth and 66% of First, Second, Third, Fourth and Fifth grade students will meet their Fall to Spring Projected Growth Target in Reading by 06/14/2017 as measured by the NWEA MAP Assessment.

Strategy 1:

Improve teaching and learning through Multi-tiered System of Supports (MTSS) - All teachers will implement the MTSS model to improve reading instruction.

Category: English/Language Arts

Research Cited: • Learning by Doing: "Effective goals foster both the results orientation of a PLC and individual and collective accountability for achieving the results. They help close the gap between the current reality and where the staff hopes to take the school (the shared vision)." Dufour (2006).

• Response to Intervention: "Response to Intervention (RtI) is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

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- Visible Learning for Teachers: Maximizing Impact on Learning. Effect Sizes Related To Student Achievement: Rtl 1.07. (Hattie, 2012).
- What Really Matters in Response to Intervention: "Teacher expertise and small-group instruction may be especially critical at the primary level. CIERA (Center for the Improvement of Early Reading Achievement) investigated the practices of accomplished teachers within schools, who were helping strugglers beat the odds and achieve. What they found is a real eye-opener: Time spent in small-group instruction for reading distinguished the most effective schools from the other schools in the study..." (Taylor, 2000).
- What Works Clearing House: Using Student Achievement Data to Support Instructional Decision Making. (September, 2009). "The recommendations in this guide create a framework for effectively using data to make instructional decisions."
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf#page=25
- What Works in Schools: "The effect of students setting academic and personal goals can be calculated to be between 18 and 41 percentage points difference in student achievement." (Marzano, 2003).

Tier: Tier 1

| Activity - At Risk Reading Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| At Risk staff will work with grades K-2 during two instructional blocks per day outside of the core instructional time to ensure that all students are reading at benchmark by grade 3. | Implementation, Direct Instruction, Monitor | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$148149 | Section 31a | K-2 ELA Teachers, At Risk Staff, Principal |
| Activity - PLCs for Data Analysis and Enrichment Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will learn how to conduct a grade level benchmark meeting (3 extended PLCs), how to use data dialogue protocols, and how to read data reports to inform instructional practices to improve learning for all students. Teachers will review, evaluate, monitor, and improve implementation of MTSS and reevaluate student interventions. | Professional Learning, Teacher Collaboration, Monitor | Tier 2 | Monitor | 07/01/2016 | 06/14/2017 | \$1710 | Title II Part A | All Teachers, Special Education, At Risk Teacher, LESA Support Staff, TC, Principal |
| Activity - NWEA Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|---|--------|-----------|------------|------------|-----|---------------------|--|
| Teachers will learn how to generate and read NWEA data reports to inform instructional practices to improve learning for all students. | Professional Learning, Teacher Collaboration, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All Teachers, At Risk Teacher, LESA Support Staff, Principal |
|--|---|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - NWEA Student Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers will learn how to use NWEA reports to guide student goal setting (grades 3-5). | Professional Learning, Implementation, Getting Ready, Direct Instruction, Monitor | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All ELA Teachers, At Risk Teacher, LESA Support Staff, Principal |

Strategy 2:

Improve teaching and learning through best practice reading instruction - All teachers will implement direct instruction of Reading Workshop.

Category: English/Language Arts

Research Cited: • According to Marzano (2011), "Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration."

• According to Troen and Boles, ("The Power of Teacher Rounds," 2014), in order to transform instructional practice, teachers need to work together and hold each other accountable at the school level. Teacher rounds are an accessible yet powerful tool that engages teachers in school-based, professional learning to improve student achievement.

• Guiding Readers and Writers: "Implementing a reading workshop produces multifaceted results, all of which reflect the kind of reading ability that lifelong readers exhibit. (Fountas and Pinnell, 2001)

• Strategies that Work: "Explicit instruction in comprehension strategies improves comprehension in all areas."(Harvey and Goudvis, 2007)

Tier: Tier 1

| Activity - Instructional Rounds Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--|--------|-----------|------------|------------|--------|-----------------|--|
| Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$2280 | Title II Part A | All ELA Teachers, At Risk Teacher, Principal |
|--|--|--------|-----------|------------|------------|--------|-----------------|--|

| Activity - Reading Workshop Mini-lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will learn and implement daily (5-10 minute) mini-lessons. | Professional Learning, Implementation, Teacher Collaboration, Materials, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All ELA Teachers, At Risk Teacher, Principal |

| Activity - Targeted Literacy Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers will learn and utilize researched based units, such as the MAISA units, to implement targeted literacy instruction during reading workshop. | Implementation, Getting Ready, Direct Instruction, Supplemental Materials | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All ELA Teachers, At Risk Teacher, Principal |

| Activity - CI Teacher-Common Core Essential Elements | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|------------------------|
| CI Teachers will learn and implement Common Core Essential Elements and use them for instructional planning. | Implementation, Getting Ready, Materials, Direct Instruction, Academic Support Program | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | CI Teachers, Principal |

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| Activity - CI Instructional Rounds | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| CI Teachers will participate in 2-3 instructional rounds in district or county-wide. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$855 | Title II Part A | CI Teachers, Principal |
| Activity - Readers' Workshop Independent Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement at least 30 minutes of daily independent reading and allow each student to choose books independently that are of high interest and at an appropriate level for that student. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | No Funding Required | All ELA Teachers, At Risk Teacher, Principal |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|--------|---------------|------------|------------|-------------------|---|
| Attend START Training | Selected teachers will learn strategies to support students with disabilities by attending S.T.A.R.T. training through LESA/WISD. | Professional Learning, Behavioral Support Program, Getting Ready, Communication, Academic Support Program | Tier 2 | Getting Ready | 07/01/2016 | 06/14/2017 | \$1140 | Selected Teachers, Special Education Director, Principal |
| CI Instructional Rounds | CI Teachers will participate in 2-3 instructional rounds in district or county-wide. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$855 | CI Teachers, Principal |
| Instructional Rounds Implementation | Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$2280 | All ELA Teachers, At Risk Teacher, Principal |
| PLCs for Data Analysis and Enrichment Planning | Teachers will learn how to conduct a grade level benchmark meeting (3 extended PLCs), how to use data dialogue protocols, and how to read data reports to inform instructional practices to improve learning for all students. Teachers will review, evaluate, monitor, and improve implementation of MTSS and reevaluate student interventions. | Professional Learning, Teacher Collaboration, Monitor | Tier 2 | Monitor | 07/01/2016 | 06/14/2017 | \$1710 | All Teachers, Special Education, At Risk Teacher, LESA Support Staff, TC, Principal |

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Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|---|--------|-----------|------------|------------|-------------------|--|
| At Risk Reading Instruction | At Risk staff will work with grades K-2 during two instructional blocks per day outside of the core instructional time to ensure that all students are reading at benchmark by grade 3. | Implementation, Direct Instruction, Monitor | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$148149 | K-2 ELA Teachers, At Risk Staff, Principal |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|---|--|--------|---------------|------------|------------|-------------------|---|
| Targeted Literacy Instruction | Teachers will learn and utilize researched based units, such as the MAISA units, to implement targeted literacy instruction during reading workshop. | Implementation, Getting Ready, Direct Instruction, Supplemental Materials | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All ELA Teachers, At Risk Teacher, Principal |
| Tiers of Intervention | Teachers will learn strategies to enhance instructional practices and increase student engagement and performance through three tiers of intervention (Capturing Kids' Hearts and Reaching Higher). | Implementation, Behavioral Support Program, Parent Involvement, Communication, Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$0 | Teachers, Guidance Counselor, Principal, Executive Director of Instructional Services |
| Teach Behavioral Expectations | Teachers will teach students the behavioral expectations for all areas of the school using the behavior matrix. | Policy and Process, Professional Learning, Behavioral Support Program, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | PBIS Team, All Staff, Principal |

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|---|---|---|--------|---------------|------------|------------|-----|---|
| Readers' Workshop Independent Reading | Teachers will implement at least 30 minutes of daily independent reading and allow each student to choose books independently that are of high interest and at an appropriate level for that student. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All ELA Teachers, At Risk Teacher, Principal |
| At Risk Math Instruction | At Risk staff will work with grades K-2 to improve mathematical fluency skills outside of the core instructional time. | Implementation, Direct Instruction, Monitor | Tier 2 | Implement | 07/01/2016 | 06/14/2017 | \$0 | At Risk Staff, K-2 Math Teachers, Principal |
| Mini Lessons | Teachers will learn and implement daily (5-10 minute) mini lessons. | Professional Learning, Teacher Collaboration, Materials, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Writing Teachers, Principal |
| Develop Pre/Post Vocabulary Assessments | Teachers will develop pre/post vocabulary assessments to determine impact of instructional strategy implementation on student achievement and comprehension. | Implementation, Teacher Collaboration, Monitor | Tier 1 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| STEM Process | Teachers will explore new ideas related to STEM learning and increase their knowledge and understanding of the STEM process. | Implementation, Teacher Collaboration, Technology, Direct Instruction, Supplemental Materials | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, At Risk Teacher, Principal |
| NWEA Student Goal Setting | Teachers will learn how to use NWEA reports to guide student goal setting (grades 3-5). | Professional Learning, Implementation, Getting Ready, Direct Instruction, Monitor | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, At Risk Teacher, LESA Support Staff, Principal |

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|--|--|---|--------|---------------|------------|------------|-----|--|
| STEM Lessons | Teachers will increase implementation of STEM lessons. Teachers will create opportunities for students to explore engineering and technology, and use design thinking as an approach to problem solving. | Professional Learning, Implementation, Teacher Collaboration, Getting Ready, Direct Instruction | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, At Risk Teacher, Principal |
| NWEA Data Analysis | Teachers will learn how to generate and read NWEA data reports to inform instructional practices to improve learning for all students. | Professional Learning, Teacher Collaboration, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Teachers, At Risk Teacher, LESA Support Staff, Principal |
| CI Teacher-Common Core Essential Elements | CI Teachers will learn and implement Common Core Essential Elements and use them for instructional planning. | Implementation, Getting Ready, Materials, Direct Instruction, Academic Support Program | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | CI Teachers, Principal |
| Essential Math Vocabulary | Teachers will update the Southeast Essential Vocabulary for Math as aligned with Common Core Standards. | Implementation, Teacher Collaboration, Direct Instruction, Monitor, Evaluation | Tier 1 | Evaluate | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| PLCs for Data Analysis and Enrichment Planning | Teachers will learn how to conduct a grade level benchmark meeting (3 extended PLCs), how to use data dialogue protocols, and how to read data reports to inform instructional practices to improve learning for all students. Teachers will review, evaluate, monitor, and improve implementation of MTSS and reevaluate student interventions. | Professional Learning, Teacher Collaboration, Monitor | Tier 2 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, At Risk Teacher, Special Education, LESA Support Staff, TC, Principal |

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|--|--|--|--------|-----------|------------|------------|-----|---|
| Instructional Rounds | Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| Review Pre/Post Vocabulary Assessment Data | Teachers will collectively review pre/post vocabulary assessment data to determine effectiveness/fidelity of implementation and impact on student achievement. | Implementation, Teacher Collaboration, Monitor, Evaluation | Tier 1 | Evaluate | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| Response to Mean/Aggressive Behaviors | Teachers will develop and learn a systematic process for responding to mean/aggressive behaviors. | Policy and Process, Professional Learning, Behavioral Support Program, Teacher Collaboration | Tier 1 | Monitor | 07/01/2016 | 06/14/2017 | \$0 | PBIS Team, All Staff, Principal |
| NWEA Data Analysis | Teachers will learn how to generate and read NWEA data reports to inform instructional practices to improve learning for all students. | Professional Learning, Teacher Collaboration, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, At Risk Teacher, LESA Support Staff, Principal |
| Reading Workshop Mini-lessons | Teachers will learn and implement daily (5-10 minute) mini-lessons. | Professional Learning, Implementation, Teacher Collaboration, Materials, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All ELA Teachers, At Risk Teacher, Principal |
| Instructional Rounds Implementation | Teachers will participate in 2-3 instructional rounds. | Professional Learning, Implementation, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Writing Teachers, At Risk Teacher, Principal |

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|---|--|--|--------|---------------|------------|------------|-----|---------------------------------|
| CI Instructional Rounds | CI Teachers will participate in 2-3 instructional rounds in district or county-wide. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | CI Teachers, Principal |
| Parent Curriculum Meeting | Teachers will develop and host a parent curriculum meeting. Parents will have the opportunity to receive training on math curriculum and resources to support the needs of student learners while at home. | Community Engagement, Implementation, Getting Ready, Parent Involvement, Communication | Tier 2 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| Writing Workshop Assessments | Teachers will assess 3 writing samples per student to progress monitor student growth. Assessments will be double scored with a common rubric. | Teacher Collaboration, Getting Ready, Direct Instruction, Monitor, Evaluation | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Writing Teachers, Principal |
| Expand Writing | Teachers will implement daily independent writing of students' choice. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/14/2016 | \$0 | All Writing Teachers, Principal |
| Everyday Math Games | Teachers will utilize the Everyday Math Interactive Games found online through ConnectEd. | Implementation, Direct Instruction, Monitor | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| CI Teacher-Common Core Essential Elements | CI teachers will learn and implement Common Core Essential Elements and use them for instructional planning. | Implementation, Getting Ready, Materials, Direct Instruction, Academic Support Program | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | CI Teachers, Principal |

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|------------------------------|---|---|--------|---------------|------------|------------|-----|--|
| Writing Workshop Instruction | Teachers will implement the components of Writing Workshop included in the text, "Writing Workshop the Essential Guide" by Ralph Fletcher and JoAnn Portalupi on a daily basis. | Teacher Collaboration, Direct Instruction, Supplemental Materials | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Writing Teachers, Principal |
| Vocabulary Games | Teachers will learn and utilize vocabulary games. | Implementation, Teacher Collaboration, Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/14/2017 | \$0 | All Math Teachers, Principal |
| NWEA Student Goal Setting | Teachers will learn how to use NWEA reports to guide student goal setting (grades 3-5). | Professional Learning, Implementation, Getting Ready, Direct Instruction, Monitor | Tier 1 | Getting Ready | 07/01/2016 | 06/14/2017 | \$0 | All ELA Teachers, At Risk Teacher, LESA Support Staff, Principal |