



School Improvement Plan

Pullen Elementary School

Mt. Pleasant City School District

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Introduction

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

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?

Pullen Elementary is a kindergarten through third grade school made up of approximately 368 students and 20 certified teachers, including Title I and special education staff. We are in close proximity to the Isabella Indian Reservation (Saginaw Chippewa Indian Tribe). Pullen is a School-wide Title I School with approximately 63% free and reduced lunch.

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 Statement

Mount Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages risk taking, embraces diversity, and offers innovative programs supporting lifelong learners. To meet this commitment we will support:

A visionary staff which continually demonstrates growth and change.

Building a collaborative community with vested participation of families, student and staff

An ever developing curriculum which incorporates technology, culture, and creative thinking

Sound financial management driven by our priorities.

Mission Statement

Mount Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.

Beliefs Statement

We Believe:

Education is the foundation of a successful life and community.

All students can learn.

The community has the responsibility to nurture and educate children.

The school has the obligation to prepare each student for a diverse and changing world.

We Value:

Innovation and continuous improvement.

Nurturing the unique abilities of each student.

System-wide collaboration, cooperation, and communication.

Pride and safety in all aspects of our school and community.

Integrity, honesty, and fiscal responsibility.

Respect for diversity in a learning environment.

Excellence in education. Our beliefs and values INSPIRE lifelong learning.

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.

Pullen's reading scores for the 2015 M-Step did drop (2 years ago MEAP 78.5% third graders proficient in ELA) to (Last years M-Step- 54% Proficient in ELA) as the state implemented a new computerized test. Compared to the current state score of 50.1% proficient, Pullen is still above the state average. Since there is no trend data for this new test we are watching the data to make sure the decline is not more than an implementation dip. NWEA Data for the past two years shows good growth from fall to spring in both reading and math:

	Fall	Spring
NWEA 2014 -2015 (Reading 2/3)- at or above grade level		
Second	68.2%	69.7%
Third	64.7%	78.6%
NWEA 2015-2016 (Reading 2/3)- at or above grade level		
Second		
Third		
NWEA 2014 -2015 (Math 2/3)- at or above grade level		
Second	46.4%	76.3%
Third	25.3%	39.6%
NWEA 2015-2016 (Math 2/3)- at or above grade level		
Second	44.3%	75.3%
Third	25.3%	36.2%

Areas we are working on to improve over the next three years are listed in our goal section of this report, however, we know our math reasoning, math fluency, and overall math scores show a need for a more focused plan of improvement. We detail this plan in our Math In Focus Program Evaluation as well.

Additional Information

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

Pullen Elementary has implemented a school-wide Positive Behavior Support (PBS) Plan over the last three years. We created a home/school handbook, consistent Tier 1 classroom plans and procedures, as well as Tier 2 behavior protocols. Our Response to Intervention (RTI) team has met for the past three years to provide students and teachers with Tier 2 and 3 level behavior plans.

Pullen has also established a RTI team to address academic needs of our Tier 2 at-risk students. The team has developed a list of research-based interventions in the area of reading. We have data meetings three times per year (fall, winter, spring) to prescribe these interventions based on individual student needs. Interventions are taught in small groups by certified teachers.

In the upcoming school year we are putting several more reading interventions in place: Central Michigan University Literacy Center tutors for our at-risk third grade students. We are using some of our Title I funds to support the tuition costs for families. We applied and have been accepted into the MI Reading Corps which will give our school 2-3 full time reading support interventionist.

Pullen also plans and implements several extend day and year programs to help students in the bottom 10% data wise.

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.

Pullen makes an effort to include parents, by personal invitation, Title I website, Title I Facebook page, school website and communication via Pullen Page (parent newsletter) as members of our School Improvement Team. We schedule meetings monthly at a time that is convenient for all members involved. The district does a stakeholder survey each year to get feedback on our school district and how we can better accommodate them. Teachers also have the ability to sign up to be a member of our School Improvement Team and the staff, as a whole, has input to our overall plan.

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

Principal and teaching staff devise the goals based on school data and state requirements. The principal and staff, during a series of staff meetings, give specific input toward our overall School Improvement Plan (goals, objectives, strategies, activities). The final plan is shared with all stakeholders at the beginning of each school year.

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 School Improvement Plan is shared at the beginning of each school year with certified staff. The goals, strategies and activities are reviewed monthly in order to plan and comply with requirements. Parents are invited to an evening event yearly (in the Fall) where the Annual School Report and school goals are shared. The principal reports to the PTO monthly in regard to the SIP activities that are being planned and implemented. Teachers and the principal share the school's plan with parents throughout the school year at Curriculum Night, Parent - Teacher conferences and Title I Family Events.

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?

Over the last several years the trend in student enrollment data has shown that our population has become even more transient. Students move in and out throughout the school year and many have attended several school by the time they come to our Pre-K-3 building. The students are coming into kindergarten more and more behind and at-risk. NWEA fall data shows that 72 out of 102 (71%) kindergartners were low/to low average in Math and 74 out of 102 (73%) were low to low average in pre-reading skills. We have many more students in poverty as our free and reduces has increased significantly over the past 10 years. Currently over 67% of our current students receive free and reduces lunches.

Student Demographic Data

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

Our attendance, including tardies and early-out have also gone up significantly. Forty-one out of our students have missed 10 or more days of school. The absences are a big problem and filling the appropriate paperwork with a truancy official often times goes unaddressed by the prosecutor. The challenges at our school in regard to student attendance are that without the appropriate supports enforcing our attendance policy with the parents little change can occur. The school will continue to address the problem with letters sent to the parents but when that fails our student need the system to follow through on their behalf. We do have in place district and county truancy rules and procedures that are still being violated by many parents.

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?

Discipline referrals and suspensions continued to decrease over that last several years. The implementation of Multi-Tiered Systems of Support (PBIS and RTI) has helped teachers to be more successful when dealing with difficult behavior. The behaviors have not decrease but the methods in dealing with them have.

Student Demographic Data

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

Early interventions are still key. Giving more resources and support to the most at-risk buildings. We need to enforce our agreed upon truancy laws and hold parents accountable for not sending student to school on a regular basis.

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 has many (12 out of 17) experienced teachers as well as an experienced administrator. The experiences and knowledge they bring definitely positively impacts student learning. The experienced teachers are leaders in PD book studies, School Improvement, and RTI. For the 2016-17 school year we will need to hire 3-4 new teachers. If they are all new and lacking classroom teaching experience we may need to focus on a more comprehensive mentoring program to support their efforts in the classroom with management and lesson planning/pacing. We currently have scheduled PLC time at each grade level and this PLC time may need to spent supporting new teachers to the teaching field.

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?

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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?

The school leader (principal) is involved in various professional learning events and opportunities as provided by the state, RESD, and district yearly, which enhances student achievement. Our administrator and staff just completed a study of how poverty effects learning and will continue study this topic as it directly correlates to our student population. The administrators absences due to illnesses has been minimal over the years and doesn't impact 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?

Teacher absences have had a greater impact on student learning over the last several years. During the 2015-2016 school year we had 9 of our 17 certified teachers miss more that 25 days of school. It is apparent that teacher absences, when in excess, negatively effect student achievement and success.

Teacher/School Leader(s) Demographic Data

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

The district could strengthen their new teacher mentor program in order to give new teachers better guidance and support during the first four years of teaching. We are not sure how feasible it is but if there was some kind of monetary incentive for not missing more that 5 or more days of school, this may encourage teachers not to take as many days off.

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?

Strand 1: Curriculum: Alignment and Coherence, Strand 2: Instruction: Instructional Design, Learning Environment and Instructional Practices, Strand 3: Assessment: Shared Understanding and Data Analysis and Decision Making, Strand 4: Instructional Leadership: Guidance and Support for Teaching and Learning and Results Focused. Strand 5: Culture for Learning: Safe and Supportive Environment and Shared Leadership, Strand 6: Organizational Management: Communication Systems, Strand 7: Professional Learning Culture: Collaborative Teams and Collective Responsibilities, Strand 8: Professional Learning Systems: Purposeful Planning, Strand 9: Communication: Approaches and Tools, Strand 10: Partnerships

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?

Strand 3: Assessment systems continue to be a challenge,. We keep multiple data points on students in our SIP classroom report and are able to look at student data over time on our NWEA system but we don't use a data warehouse system consistently. Although we are making some progress, student involvement in the assessment process is still lacking.

12. How might these challenges impact student achievement?

Student goal setting is motivational and best practice. So not doing so could limit some student from reaching their goals. Student data warehouses are also helpful when reviewing student progress over a span of time. Doing so would give us a better picture about their achievement and/or lack thereof.

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.

We need to work on scheduling longer blocks of PLC time for teachers to collaborate on student data and instruction. Continue to look at the student data warehouses (Illuminate) to give us a better overall picture (over the years) of student academic successes and weaknesses. We also need to strengthen our Mentor/Mentee program as we bring in more newer teachers.

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?

Students with disabilities are fully included and have total access to all of our building's intervention programs. They consistently have a general education as well as a special education teacher reporting their data at our data meetings. We make intervention decisions based
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on need. If they need it, they get it!

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

We have family learning night once per month throughout the entire school year. These family nights planned by certified teacher. This year we had family learning nights in the area of math, reading, science, social studies, and writing. We provide meals, daycare and transportation to all our family events. We also give every family extended learning activities to use at home after the event. This year we held a parent night (where we gave away chances to win passes to the local water park) to let parents know about the real learning issues around summer slide. All families attending got a free eight week summer learning packet for their students. The materials covered math, reading, and writing. Students completing the summer learning materials will be honored at an assembly in September and will be given a gold medal. At this event parents also go to meet with other entities in our community that offer summer learning opportunities: City Library, Children's Museum, Saginaw Chippewa Indian Tribal summer learning program, Central Michigan University Science Camps, and the PEAK (Parks and Rec) summer learning program.

This year we had two 8 week extended learning opportunities for K-3 students identified in the bottom 15%, in the areas of math and reading. Snacks and transportation was provided for these after school sessions.

Our extend year (Summer Learning Camp) program will service 5- 10 students in grades K-3 that are in the bottom 10 percent based on reading scores (DRA, NWEA, and DIBELS). This will be a 5 week, 3 hours per day, program for reading and math support. All students were eligible for our Stop Brain Drain- Think-Stretch Program mentioned above.

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

All students are identified at our data meetings (PLC's) based on need (scores) in reading and math. Parents are notified via a flier and also a phone call confirmation.

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?

Horizontal and vertical alignment is met during the Professional Study Committee (PSC) task force process before the curriculum is approved by the Board of Education and implemented. Other evidence includes: core curriculum pacing guides, teacher lesson plans, principal walk-throughs and observations, school improvement data sheets turned in to the principal 3 times per year, Math In Focus end of chapter test data is also turned in to the principal after each assessment.

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.

NA

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

According to our Spring NWEA data, approximately 85 % of all K-3 students made a years growth in reading.

Kindergarten Summary: Mean RIT in the fall was 139.5 with 40% of students meeting this mean and in the spring the Mean RIT was 159.7 with 60% of all students meeting the mean. Also, in kindergarten the projected growth was 17.3 and the observed growth was 20.2 which is above the projected growth. 84% of total students made their projected growth.

First Grade Summary: Mean RIT in the fall was 161.3 with 54% of students meeting this mean and in the spring the Mean RIT was 178.4 with 55% of all students meeting the mean. Also, in first grade the projected growth was 16.8 and the overall observed growth was 17.1 which is above the projected growth. 54% of total students made their projected growth.

Third Grade Summary: Mean RIT in the fall was 189.6 with 58% of students meeting the mean and in the spring the Mean RIT was 200.8 with 63% of all students meeting the mean. Also, in the third grade the projected growth was 10.3 and the overall observed growth was 11.2 which is above the projected growth. 68% of total students made their projected growth.

19b. Reading- Challenges

Second Grade Summary: Mean RIT in the fall was 176.4 with 60% of students meeting the mean and in the spring the Mean RIT was 189.7 with 56% of all students meeting the mean. Also, in the second grade the projected growth was 13.9 and the overall observed growth was 13.3 which is lower than projected growth. Only 40% of total students made their projected growth this is a -0.30 school growth index.

Although this data seems very low we have other data, DRA2 and DIBELS that shows otherwise. We will continue to watch the these
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second grade scores to insure this is not an instructional issue or trend.

19c. Reading- Trends

It is difficult to see trends with State Data (M-Step) as we do not have the year two data back to compare. If we use our NWEA, DRA, DIBELS data we see reading levels increasing most significantly from K to first and then leveling off or tapering off slightly as students move to to third grade. We are still consistently in line with State, RESD and local data trends but would like to have a more consistent upward line of achievement scores according to NWEA results.

The reading data has increased over time as we have been using grade level PLC time and also implementing 30 minute intervention blocks for student in reading.

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.

We need to focus intently on the early interventions (K-3) and we plan to do this next year as we increase reading support with Michigan Reading Corps tutors, CMU Literacy Center tutors, and training a new literacy coach for our school.

20a. Writing- Strengths

We are in the second year of using the MAISA writing units, pacing guides and pre and post writing assessments. The teachers are using pre and post testing to determine individual student strengths and addressing, through student conferencing, individual student weaknesses or challenges. Teacher data indicates that our students strengths are still in the area of content and ideas.

20b. Writing- Challenges

Our student have difficulty/challenges in being able to identify, from the text, supporting details to support their opinions and/or persuade

readers. Organizing their thoughts and ideas can also be challenging and is something we will continue to work on at the K-3 level.

20c. Writing- Trends

Students have become more confident in their writing as was indicated through teacher/student conferences. The scores at the upper levels (4th up) are not showing an increase in student writing abilities as they remain low. Trends are hard to see with no consistent state test data.

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.

Will continue to use MAISA writing units, teacher conferences, and writing across the curriculum to improve student confidence and skills. We are also looking at adopting a new spelling/language curriculum to address spelling and conventions.

21a. Math- Strengths

Kindergarten Summary: Mean RIT in the fall was 137.3 with 35% of students meeting this mean and in the spring the Mean RIT was 161.8 with 66% of all students meeting the mean. Also, in kindergarten the projected growth was 19.6 and the observed growth was 24.5 which is significantly above the projected growth. 69% of total students made their projected growth.

First Grade Summary: Mean RIT in the fall was 162.4 with 50% of students meeting this mean and in the spring the Mean RIT was 181.1 with 52% of all students meeting the mean. Also, in first grade the projected growth was 18.4 and the overall observed growth was 18.7 which is higher than the projected. 53% of total students made their projected growth.

Second Grade Summary: Mean RIT in the fall was 181.3 with 78% of students meeting the mean and in the spring the Mean RIT was 198.6 with 85% of all students meeting the mean. Also, in the second grade the projected growth was 15.1 and the overall observed growth was 17.3 which is much higher than projected. 79% of total students made their projected growth.

21b. Math- Challenges

Fact fluency remains a challenge for our second and third grade students. Due to current pacing and scope and sequence of the Math in Focus program (does not spiral) teachers report that many concepts are not taught to mastery.

21c. Math- Trends

Many student lack number sense and have difficulty doing multi-step problems. Student fact fluency tend to be a negative trend that we are seeing as well.

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.

We need to look at pacing and make sure that the key concepts are being taught to mastery, so making sure each grade level is identifying these concepts. We also need to create a block of time to implement re-teaching of concepts or interventions for students whose data is indicating a need. This can be done by scheduling blocks of math times that allow for group kids by need. We need to find a way to practice to insure students in grade second and third know their math facts fluently.

22a. Science- Strengths

Pullen students are offered many hands-on science experiments such as Mr. LeValley from the Conservation District, Chippewa Nature Center field trips, visits to Hartwick Pines, Mt Pleasant Discovery Museum, and the CMU Cultural an Natural History Museum. These field trips and programs add to the science curriculum by providing students with real world experiences.

22b. Science- Challenges

Our current curriculum does not follow the Next Generation Science Standards (Michigan Science Standard) as they have just been updated/approved and changed. Our pre/post tests are not accurately reflecting students knowledge of the science content. Teachers need

better student/teaching materials, pacing guides and assessments in the area of science.

22c. Science- Trends

Science scores in the upper elementary grades (5, 6, 7, 8) are still low. This is a State of Michigan trend as well.

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.

We currently have a science task (K-12) force working on aligning and up dating our current science goals, pacing, and materials. This task force will be studying the new state outcomes and will make a recommendation during the 2016-17 school year to be implemented for the 2017-18 school year. We need to prioritize the teaching of science in the meantime. Teachers need to find was to incorporate the teaching of science concepts during their literacy block.

23a. Social Studies- Strengths

Pullen Student are offered many field experiences that enhance the teaching of social studies K-3. Field trips to Chippewa Nature Center, Hartwick Pines, the CMU Cultural and Natural History Museum, and Sleeping Bear Sand Dunes.

23b. Social Studies- Challenges

Our social studies materials are in need of an up-date. We have pre/post tests that are not formative but summative. We need to find creative ways to make more time for the teaching of social studies curriculum.

23c. Social Studies- Trends

Social studies scores at the elementary level (based on pre/post) test indicate that students are gaining understanding of social studies standards. The scores at the upper elementary level (5, 6, 7, 8) indicate otherwise.

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.

School Improvement Plan

Pullen Elementary School

We are in the middle of a curriculum task force for social studies. This task force will be suggesting MAISA units to be taught at various grade levels. This task force will be recommending new materials, pacing guides, and assessment to better guide teachers teaching and thus student learning.

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?

This year's perception data was collected in the area of math instruction to help with our MIF program evaluation report. The majority of students in the K-2 grades felt that they improved their overall math abilities. They were able to understand key numbers and operation concepts that their teacher emphasized during the school year.

24b. Student Perception Data

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

Third grade students continue to convey they don't understand major components in MIF:

27/54 50% aren't sure they know place value to 10,000 place

20/53 40% aren't sure they can add with regrouping to 10,000 place

24/54 44% aren't sure they can subtract with regrouping to the 10,000 place

36/54 67% don't know their multiplication facts to 12 x 12

44/54 81% don't know their division facts to 144/12

24c. Student Perception Data

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

We will designate time to using the Math Reflex Program for learning Multiplication and Division facts at the third grade level. We will also make time during the 60 minute math block to intervene when student don't know key third grade concepts such as regrouping in subtracting and addition, and place value to the 10,000th place.

25a. Parent/Guardian Perception Data

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

Parent continue to like the Family Academic Nights. They feel the school staff and teachers are caring and are approachable if they have an issue or problem they need to discuss. Parents feel that their children are safe at school. Lastly parents feel welcome and invited into the school.

25b. Parent/Guardian Perception Data

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

The parents would like to know how they can better help their students at home and wish that the school would make better use of their gifts and talents.

25c. Parent/Guardian Perception Data

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

We will provide a "helping your student at home" sections to every Family Academic Night. We will also supply material for them to take home and use as a family to support student learning in the various core areas.

26a. Teacher/Staff Perception Data

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

Teacher and staff participated in a survey about the current MIF program. The overall highest satisfaction was with:

Pullen has a clear mission focused on student success 97%

Teachers are committed to achieving the schools goals 97%

Pullen Leader monitors data related to student achievement and improvement goals 97%

Pullen provides a safe environment for our students 100%

26b. Teacher/Staff Perception Data

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

More professional development for the teaching of MIF program. 56%

26c. Teacher/Staff Perception Data

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

We will plan to have more PD for teachers in the area of math. This PD will come from the RESD and also teacher leaders in the building.

We will also continue to create "golden lessons: and do Instructional Coaching in the area of MIF .

27a. Stakeholder/Community Perception Data

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

We did not survey our community this year.

27b. Stakeholder/Community Perception Data

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

NA

27c. Stakeholder/Community Perception Data

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

NA

Summary

28a. Summary

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

Our demographic data continues to show that we need to be analyzing gender, socioeconomic and ethnicity to ensure that our subgroups are achieving at the same rate. In our next year's School Improvement Plan we will continue to be analyzing this data to make instructional adjustments as needed to address the needs of all our students.

Process challenges that were identified are being addressed in the following ways: More professional development for teachers, using Instructional Coaching model, creating better blocks of learning time so that interventions can be implemented based on need, give even more reading support to students in need.

This year's perception data was similar to last year's, staff would like more PD in the area MIF, continue to look at the pacing of this program to ensure the "key" concepts are mastered.

28b. Summary

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

They are all creating challenges or an impact on student achievement. Our demographic data continues to show that we need to be analyzing gender, socioeconomic and ethnicity to ensure that our subgroups are achieving at the same rate. In our next year's School Improvement Plan we will continue to be analyzing this data to make instructional adjustments as needed to address the needs of all our students.

Process challenges that were identified are being addressed in the following ways: More professional development for teachers, using Instructional Coaching model, creating better blocks of learning time so that interventions can be implemented based on need, give even more reading support to students in need.

This year's perception data was similar to last year's, staff would like more PD in the area MIF, continue to look at the pacing of this program to ensure the "key" concepts are mastered.

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?

School Improvement Plan

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Our current SIP goals address the need for increased reading/writing, math, science, and social studies achievement for all students. Our SIP plan will provide teacher more time for need PD in the area of Math instruction, increased and better instructional coaching process, increased PLC time and discussions about quality tier I instruction, early interventions for reading including more skilled tutors and extend day and year programs to address student needs.

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	All grade levels at Pullen Elementary School, kindergarten - third grade, are tested using the Northwest Education Association (NWEA) assessment 3 times each year (Fall, Winter, Spring) in the areas of Reading and Mathematics. Students in third grade are also given the Michigan state assessment annually (M-STEP) in reading and mathematics.	

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		2015 Annual School Report

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

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

School Improvement Plan

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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	Jennifer Verleger Assistant Superintendent of Human Resources 720 N. Kinney Ave. Mt. Pleasant, MI 48858 (989)775-2300	

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.	Yes		Parent Involvement

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Pullen School reviewed and worked on our Comprehensive Needs Assessment over the course of several months during our regularly scheduled School Improvement meetings. Once the report was completed, in a draft form, we shared the CNA with our certified staff. After getting teacher input for any clarifications and/or corrections, we submitted our completed CNA report. Pullen School also conducted several surveys in order to get accurate perception data. Surveys we done with parents, students and teachers. Our stakeholders included the principal and all certified teachers, including Intervention Specialists and Special Education teachers.

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

Perceptions (parents, students and staff)

What was examined:

A parent and family survey entitled "Are We A Family Friendly School?" was conducted at our school, during Winter Parent/Teacher conferences, for the purpose of determining parent perception.

A student survey was based on students' perception of their learning and confidence in the math strand of Numbers and Operations.

A staff survey was conducted regarding Math In Focus and the teaching of Numbers and Operations using the Math In Focus series.

What was discovered/concluded:

Parents overwhelmingly felt that the culture of our school was supportive to students and families. Parents report that they feel they are treated as a partner in their child's education. They also report that they feel their child(ren) are safe at school.

Student survey results show:

75% or more of Kindergarten students report that they understand and/or can demonstrate key concepts in the Numbers and Operations strand.

80% or more of 1st grade students report that they can measure, use the terms "more than" and "less than" and can add and subtract numbers through 40. 60% report that they understand place value and can skip count by 2, 5 and 10.

85% of 2nd grade students report that they have learned new strategies in math and 71% believe they are better at math at the end of the year as compared to the beginning.

3rd grade students did not report that they understand and/or can demonstrate key concepts in the area of Numbers and Operations. The concepts that were surveyed included: place value to the 10,000 place, addition and subtraction with regrouping and multiplication and division facts.

Staff survey results show that staff believe that Pullen Elementary has a clear mission focused on student success, share a common understanding of what the school wants to achieve, are committed to achieving the school's goals, monitor and adjust curriculum, instruction and assessment based on data and the examination of instruction and participate in collaborative learning communities.

Areas indicated in the staff survey that may need additional support include: support staff participating in professional learning opportunities
SY 2016-2017

School Improvement Plan

Pullen Elementary School

and management of student discipline.

Student achievement

What was examined:

Pullen's School Improvement Plan requires all teachers to collect the following data: State assessment data for third grade reading and math, district-wide Math In Focus end of unit assessment results, reading DRA2 scores, MLPP, NWEA for reading and math and MAISA writing rubric pre and post assessments (3X per year). Pullen also reviews DIBELS data (fall, winter and spring) to make intervention and teaching decisions.

What was discovered/concluded:

During the 2014-2015 school year, the M-STEP assessment was given in place of the pre-existing MEAP assessment. Pullen 3rd grade students performed at or above the state and district levels in math and reading.

NWEA math data shows that, in the strand of Numbers and Operations, 40 less (72 in the fall/32 in spring) kindergarten students scored in the low/low average in the Spring, compared to the Fall, 14 less students (35 in the fall/ 21 in the spring) in first grade students scored in the low/low average in the Spring, compared to the Fall, 3 less (27 in the fall/ 24 in the spring) second grade students scored in the low/low average range in the Spring, compared to the Fall and 11 less (36 in the fall/ 25 in the spring) third grade students scored in the low/low average range in the Spring, compared to the Fall.

Writing scores for Pullen student moving to fourth grade continue to be a concern as the M-STEP reveals low performance. We will continue to monitor our student scores (trends) with the continued use and updates to the M-STEP assessment.

Program/ Process (the School Process Rubrics 40/90 or NCA's Self Assessment or ASSIST-SA at a minimum):

What was examined:

The Comprehensive Needs Assessment/40 indicators were examined to determine the strengths and challenges of our school.

What was discovered/concluded:

We see the need to upgrade and update our current Mentor/Mentee program district-wide. We concluded that we need to do a better job mentoring our newly hired teachers.

More release time is needed in order for our master teachers (coaches) to better assist novice teachers. We are in the 4th year of implementing Instructional Coaching building-wide in order to better support and implement best practice teaching strategies in all core academic areas. We will continue to plan and incorporate grade level collaboration into our school year. Teachers need time to collect, discuss and interpret student data in order to make adjustments and differentiate their instruction.

Demographic (Student Body at a minimum)

What was examined:

The following demographic areas were examined in Fall 2015-2016- 3rd grade, entering 4th grade M-STEP scores: gender, ethnic groups (Native American) and economically disadvantaged

What was discovered/concluded that economically disadvantaged student performed as well as the non-ED students. There was a gap

between non-native and native students in the area of reading and math.

Isabella county has an attendance policy that is strictly followed. Parents are notified verbally and in writing according to the policy in place. Pullen's population has become more transient in the past 5 years which has resulted in more at-risk students in our building. The implementation of our school-wide PBS plan and Rtl team has helped our at risk population to receive appropriate services (behavior plans) and interventions (academic) as needed.

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

A detailed analysis of multiple types of data (NWEA, DRA2, DIBELS, M-STEP) was conducted by the School Improvement Team and certified teaching staff during the 2015-2016 school year. Areas of weaknesses were identified and aligned to our overall School Improvement Plan and goals.

Alignment to goals:

ELA proficiency

Math proficiency

Science proficiency

Social Studies proficiency

Subgroup concerns (ethnicity and gender)

In the area of ELA, the students most at risk academically will be the focus of our interventions.

In the are of Math, the students most at risk academically will be the focus of our interventions.

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

The goal strategies that we have put in place address the needs of all students, including students who are economically disadvantaged.

These strategies were also noted in our SI goal objectives.

Component 2: Schoolwide Reform Strategies

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

The overarching, comprehensive, research-based concept/program that the School Improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students is Differentiated Instruction.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The following research-based strategies are listed and/or are being implemented in our SI Plan:

90 minute literacy block

60 minute writing block

60 minute math block

30 minute reading intervention blocks

Using common data to guide and plan instruction

Title I Certified Intervention Specialists

Family Events

Instructional Coaching

Common planning and PLC time for teachers weekly

Thinking Maps

Professional book studies

Extended year/Extended day programs

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

Instructional Coaching and the creation of "Golden Lessons" both align with the findings of our CNA as good Tier 1 instruction and are necessary for all students to achieve. The use of Differentiated Instruction will also address the achievement gaps. Using common data (Data Meetings, 3 times per year) and PLC time weekly to plan and guide instruction will address the needs of our at-risk subgroups.

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

The following research-based interventions are being used to accelerate/close the achievement gaps that exist at Pullen Elementary:

Early/SOAR to Success, Road to the Code, Road to Reading, Read Live, Reading Eggs, Phonological Awareness Training for Reading (PATR), Reaching All Readers, Leveled Literacy Intervention, Paired Reading, Accelerated Reader, Repeated Readings, Read Works, Moby Max, America Counts tutors and America Reads tutors.

The bottom 15% of students will be progress monitored every 2 weeks to examine the effectiveness of the interventions being given in reading (using DIBELS progress monitoring assessments).

The bottom 10% of students will be progress monitored (via Math In Focus chapter tests, and in collaboration with the classroom teacher) once a month to examine the effectiveness of the interventions being prescribed in math.

During Data Meetings (held each Fall, Winter and Spring) teachers, Intervention Specialists and the principal will review student data to review growth and reassign students to intervention groups based on academic need in both reading and math.

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

The bottom 15% of students will be progress monitored every 2 weeks to examine the effectiveness of the interventions being given in reading. Progress monitoring results will be routinely shared with classroom teachers and the school principal (and parents who request frequent progress updates). If a student's data shows little to no improvement, intervention adjustments will be made to correct the lack of progress. Students receiving math academic support will be progress monitored (via Math In Focus chapter tests, and in collaboration with the classroom teacher) once a month to examine the effectiveness of the interventions being prescribed.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of our paraprofessional working with students in prescribed intervention groups are highly qualified and meet the NCLB criteria.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of Pullen teachers are highly qualified, meeting the NCLB requirements.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Over the past seven years Pullen has a low teacher turnover rate. For the 2016-17 school year we anticipate having to hire 3-4 new teachers due to on leave absence, one teacher taking a Title I position in our school and two teachers taking a position at different schools.

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

Pullen's regular education teaching staff consists of 17 full time teachers, 2 full time Title I Intervention Specialists and 2 Special Education teachers.

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

Collegiality, supportive leadership, on-going and relevant professional development, enhanced technology, extensive elementary library and a supportive PTO.

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

Mount Pleasant Public Schools provide the following to attract and keep highly qualified teaching staff: High quality professional development opportunities, competitive salary schedule, program options, nice community, extra resources provided through the Saginaw Chippewa Tribe 2% funding grants and additional resources through Central Michigan University.

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

Pullen does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

All certified staff will participate in a book study, Eric Jensen's Engaging Students With Poverty in Mind and Learning in the Fast Lane. Data Dialog Protocol will continue to be reviewed and implemented as we analyze student data 3 times each year. Staff will continue to dialog regarding Instructional Coaching and how that can improve Tier 1 instruction in the core subject areas. Elected teachers will attend the RESD Leadership Conference to study current best practices and share their findings with staff. Grade level teams will collaborate at the district level to determine if Math In Focus pacing is appropriate. Staff will continue to review and revise the MAISA writing units during the 2016-2017 school year. RESD/ MAISA reading professional development will continue as a focus as those trained provide ongoing supports to their grade level teams.

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

Math In Focus, MAISA writing units (Lucy Calkins) and Houghton Mifflin Reading along with Daily 5 and CAFE (Gail Boushey and Joan Moser) are the district approved curriculum in math, writing and reading. Teachers are required to use pacing guides, assessments and best practice documents over the course of the next 3-5 years.

At this point in the Instructional Coaching implementation and professional development that has been given, it is expected that all DK-3 teachers will participate in the Coaching process, as well as collaboratively creating "Golden Lessons" that focus on difficult concepts in the core areas and will continue over the course of the next 3-5 years. This ongoing professional development had been budgeted for in our Title I School Improvement Plan.

The Data Dialog Protocol will be used by all certified staff as we analyze student data over the next 3-5 years. The school's two book studies, previously mentioned will run throughout the 2016-2017 school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Draft PD Calendar 16-17

Component 6: Strategies to Increase Parental Involvement

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

We will invite interested parents to participate as members of our School Improvement Team. We will share goals and activities with PTO and with Pullen School parents, as a whole, at an after school event.

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

Parent surveys are completed after every family event. Those results are used to influence planning and activities in the future.

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

Pullen Elementary School ensures the involvement of parents in the planning and review of the School-wide Title I Program by:

Reviewing the School Parent Involvement Policy at the Fall and Spring meetings.

Posting the Parent Involvement Policy for parents to review on our Pullen School website, during December Parent/Teacher conferences in a visible location.

Reviewing and distributing Parent Compacts at Fall conferences.

Conducting a Parent Survey yearly.

Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.

Reviewing suggestions and comments at monthly SIP meetings and staff meetings, as needed.

Holding a Parent Partnership meeting mid-year to review the Title I program, parent involvement policy and asking for suggestions for improvement.

Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications, Title I website and Facebook page) to increase parent involvement in the School-wide Title I program.

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

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

1118 (e) Building Capacity for Involvement

-To make sure we are informing parents about the school's academic standards, Title I programming and the monitoring of their child's progress, Pullen School will provide every family with a copy of our district's Parent Guide to their Child's Learning. This guide will be discussed at our school's annual curriculum night. At Parent/Teacher conferences, teachers will talk with parents about their child's progress on the district's report card. Title I student's progress monitoring data will also be shared with parents. Teachers will explain the intervention their students is receiving and how and why that specific intervention was chosen. Title I Intervention Specialists will also be available at Parent /Teacher conferences to provide information and answer questions about assessment, interventions and programs. WIDA results for ELL students will be sent to parents as well.

-Pullen school provides materials and training for parents through a variety of events and activities. Title I Intervention Specialists will supply parents with Family Learning materials at Fall and Spring conferences. Family Learning materials will be explained to parents, if needed. Family Kindergarten Readiness bags are distributed to parents at Kindergarten Kick-Off for incoming kindergartners. School, classroom and district news and events are advertised via newsletter, websites and the district's cable television channel.

-Pullen values parent involvement in the school community and will provide teachers annual professional development using the Michigan Department of Education's Toolkit for Teachers. Parent involvement professional development will be a part of our school's professional development plan. As a staff we will seek out and attend workshops that provide us with new and better ways to involve all parents.

-Pullen School is committed to coordinating more parent involvement with other programs such as ; Extended Day and Extended Year programs, School-wide Family Events, PTO and PTO sponsored activities and events.

-Pullen will provide information to parents in an understandable format. Parent friendly curriculum guides (A Guide to Your Child's Learning) are given to parents each Fall at our annual curriculum Night. Pullen School's Home/School Compact is presented and discussed with parents and students annually. State and school district assessments (DIBELS, DRA2, MIF chapter tests, NWEA and MLPP) are explained to parents during conferences. Information is dispersed in a parent friendly way via newsletter and websites. Translators and accommodations are available, upon request, for ELL parents and parents with disabilities.

-Pullen School will make every effort to honor individual parent requests for additional support in order to allow participation and volunteering in school events and activities.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Pullen School will make certain that parent involvement activities are accessible to all parents including those with disabilities and parents who are ELL by providing flexible meeting times, handicapped accessible facilities, home visits, phone conference (language interpreter as needed), family friendly written parent letters (classroom, school and district), accommodations for parents with disabilities, transportation assistance and childcare.

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

Parents will be involved in the evaluation of our School-wide Title I program in the following ways: Parents will be invited to attend and be members of our SIP team, which meets monthly. Parent perception data in the form of surveys will be done at Fall and/or Spring conferences. Parent surveys will include questions/data pertaining to School-wide Title I components. Throughout the school year parents input will be collected via surveys at District Parent Involvement committee meetings.

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

All parent suggestions will be reviewed and implemented, if possible.

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

Pullen Elementary School developed a School/Parent/Student compact with input from the Parent Partnership Committee. This compact is reviewed annually. Revisions are made based on the Fall and Spring conference parent survey results and additional suggestions provided by parents. The compact is reviewed and given to parents at the Pullen Fall Curriculum night. Teachers discuss with parents how the compact relates to school success. This process ensures a strong home-school connection and allows all stakeholders to have a voice.

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

The Compact is reviewed and given to parents at the Pullen Fall Curriculum Night. Teachers discuss with parents how the Compact relates to school success. The process ensures a strong home-school connection and allows all stake holders to have a voice. Any parent not attending the Fall Curriculum Night will be reviewing the Compact, with the classroom teacher, at Parent/Teacher conferences.

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

NA

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

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

Parent friendly curriculum guides (A Guide to Your Child's Learning) are given to parents each Fall at our annual Curriculum Night. Pullen School's Home/School compact is presented and discussed with parents and students annually. State and school district assessments (DIBELS, NWEA, DRA2, MIF chapter tests, MLPP) are explained to parents during conferences. Information is dispersed in a parent friendly way via newsletters and websites. Translators and accommodations are available, upon request, for ELL parents and parents with disabilities.

Pullen School will make every effort to honor individual parent requests for additional support in order to allow participation and volunteering in school events and activities.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The district's annual Kindergarten Kick-off is offered on multiple days during the months of May and August. This allows families flexibility when signing their children up for kindergarten. Parents are invited to attend one Kick-Off event. The Kick-off includes information and services from community agencies such as the Health Department and Parks and Recreation afterschool program (PEAK). MPPS also offers a Developmental Kindergarten program at each K-3 building. This program is intended to give developmentally young 5 year olds an additional year to grow and develop for kindergarten.

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

Parents are provided "Kindergarten Transition Bags" at the district's Kindergarten Kick-Off meetings that include activities to use over the summer to prepare students for Kindergarten, information regarding beginning kindergarten expectations, and a parent-friendly Kindergarten Curriculum guide so they can anticipate their child's learning throughout the coming school year. Parents are also invited to attend a Kindergarten Open House that is conducted after Kick-Off so that students can become familiar with the building, classrooms and kindergarten teachers.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers give their input by participating on curriculum task force committees. Committee members represent every school in the district and gather input from all stakeholders to report back to the committee.

Teachers on the SIP team select assessment that measure progress on each SIP goal. Those assessments are presented at a staff meeting where all Pullen teachers have input as to which assessments will be used to measure our SIP goals and guide their instruction.

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

Data collection is an ongoing process to improve instruction to meet the needs of all students. Teachers are involved in student data analysis in the following ways: DIBELS/NWEA/MIF data meetings held 3 times per year (Fall, Winter, Spring) to determine which students need Tier 2 interventions in Reading and Math. Teachers also collaborate to determine which intervention will best meet the needs of the lowest achieving students.

Teacher collaboration/PLC time is scheduled weekly (at a minimum) per school year. Teacher collaboration is centered around student achievement data and planning instruction to meet the needs of all learners.

RtI team meetings are held twice monthly (at a minimum) and use a problem solving model to analyze data in order to make a specific individual learning/behavior plan for implementation in the learning environment.

Staff meetings and/or Professional Development days are held twice monthly. Data such as NWEA, DIBELS, DRA2, State assessment, SIP and parent/student/staff surveys are reviewed, discussed and analyzed in order to make school-wide improvements. School Improvement Meetings are held once monthly. State assessment and SIP data are reviewed, discussed and analyzed in order to make school-wide improvements.

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

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

The identification process for students that are not mastering the State's academic achievement standards occurs in the following timeline:

September:

Reading: DIBELS benchmark assessments, NWEA, DRA2

Math: NWEA, MIF chapter assessments

Writing: Writing rubric - pre and post assessments

Collaborative Data Meetings follow the initial DIBELS benchmark screening and NWEA assessment window. The lowest 15% of students in reading are identified and put into Tier 2 and Tier 3 (if needed) intervention groups, based on needs. The interventions that will be used and the staff members delivering the interventions are decided upon. The participants of the meeting include: grade level teachers, building principal, Intervention Specialists and Special Education staff. Parent notification letters for students who will receive Title I supports are mailed home. Focus Reading Intervention groups begin meeting 30 minutes daily for all grade levels.

October, November, December:

Reading: DRA2, MLPP assessments (DK-1), Progress monitoring for students receiving Tier 2 and Tier 3 interventions every 2 weeks, Data review meetings weekly during PLC times to determine intervention changes (if needed).

Writing: Writing rubric - pre and post assessments

Math: Grade level math chapter tests

Focus Reading Intervention groups continue to meet for 30 minutes daily in all grade levels.

Additional collaboration 1/2 days are planned by grade levels. During collaboration pacing and data is discussed for all core subject areas.

1st report card assessments/student progress addressed at Parent/Teacher conferences

January:

Reading: DIBELS benchmark assessments, MLPP classroom assessments, NWEA, DRA2 as needed

Math: NWEA, Math In Focus chapter assessments, teacher observations and documentation as needed.

Writing: Writing rubric - pre and post assessments

Focus Reading Intervention groups continue to meet daily for 30 minutes in all grade levels.

Collaborative Data Meetings follow the initial DIBELS benchmark screening and NWEA assessment window. The lowest 15% of students in reading are identified and put into Tier 2 and Tier 3 (if needed) intervention groups, based on needs. The interventions that will be used and the staff members delivering the interventions are decided upon. The participants of the meeting include: grade level teachers, building principal, Intervention Specialists and Special Education staff.

February, March, April:

Reading: Progress monitoring for students receiving Tier 2 and Tier 3 interventions every 2 weeks, Data review meetings weekly during PLC times to determine intervention changes (if needed).

Writing: Writing rubric - pre and post assessments

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Math: Grade level math chapter tests

Focus Reading Intervention groups continue to meet for 30 minutes daily in all grade levels.

Additional collaboration 1/2 days are planned by grade levels. During collaboration pacing and data is discussed for all core subject areas.

Differentiation/intervention strategy groups are discussed and adjustments based on student data are made (if needed).

2nd report card assessments/student progress addressed at Parent/Teacher conferences

May:

Reading: progress monitoring in DIBELS sub-groups, DIBELS and NWEA benchmark assessments

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

Teachers provide small, guided, group instruction in the areas of reading and math in order to address individual student academic needs in the classroom. Tier 1 instruction provides for small group lessons based on student ability and needs both academically and behaviorally.

Title I (Tier 2) supports that provide timely, additional assistance is provided as follows:

English Language Arts:

Reading: Grade Span: K-3

At all levels, Pullen provides 30 minutes of additional intervention time daily. Research based interventions offered to students who are experiencing difficulty mastering the State's academic achievement assessment standards are as follows:

Kindergarten: Road to the Code, Early Success, Phonological Awareness Training for Reading (PATR), Reaching All Readers, Leveled Literacy Intervention (LLI), Reading Eggs

1st Grade: Road to the Code, Early Success, PATR, Early Success, Reaching All Readers, LLI, Read Live

2nd Grade: SOAR to Success, Read Live, Road to Reading, Reaching All Readers, Repeated Reading

3rd Grade: Road to Reading, Read Live, Read Works, SOAR to Success, Reaching All Readers, Repeated Reading

iPad applications may also be used during intervention times and skills blocks to work on specific student deficits.

Writing: Grade Span K-3

At all levels teachers meet with students individually during writing workshop conferences to address strengths and weaknesses pertaining to the writing process. Teachers also utilize modeling and Thinking Maps to assist students in the writing process.

Math: Grade Span K-3

At all levels, Pullen provides additional math intervention or small group instruction time daily. Assistance offered to students who are experiencing difficulty mastering the State's academic achievement assessment standards are as follows:

Kindergarten: small group or individual supports in the classroom during "centers" rotations, 30 minutes daily, Math In Focus reteach and assistance completing tasks that are expected as independent work is the focus

1st grade: 20 minutes daily intervention group time. Interventions include MIF (reteach and extra practice), iPad apps that target student deficits.

2nd Grade: 20 minutes daily intervention group time. Interventions include MIF (reteach and extra practice), Moby Max, iPad apps that target student deficits.

3rd Grade: 20 minutes daily intervention group time. Interventions include MIF (reteach and extra practice), Moby Max, Reflex Math, iPad apps that target student deficits

Science: Grade Span: K-3

At all grade levels, Science leveled readers, non-fiction magazines, textbooks, and Thinking Maps are used to reinforce strategies for non-fiction reading (text features, text structure, vocabulary and comprehension) with students needing extra support. These strategies are used as part of daily reading interventions and skill blocks.

Social Studies: Grade Span: K-3

At all grade levels, Science leveled readers, non-fiction magazines, textbooks, and Thinking Maps are used to reinforce strategies for non-fiction reading (text features, text structure, vocabulary and comprehension) with students needing extra support. These strategies are used as part of daily reading interventions and skill blocks.

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

Teachers group students in Guided Reading and Math groups by skills they need to strengthen. Additional one-on-one instruction is given to students as needed based on classroom and assessment data.

In reading, the use of Cafe' and Daily 5 allow for flexible groupings in reading. Accelerated Reader, Study Island, Reading Eggs, Read Live, Moby Max and Read Works are used to further differentiate instruction.

In Math, the use of the MIF lesson plan allows for whole group, small group and individual practice of skills through a gradual release of responsibility. Moby Max, Reading Eggs, Reflex Math trial and the MIF reteach and extra practice allow teachers to differentiate for students as needed.

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

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

FEDERAL RESOURCES, PROGRAMS 7 GRANTS: Title I provides Certified Intervention Specialists and Parent Involvement strategies, preschool transition, additional educational assistance to at-risk students, highly qualified and ongoing professional development; Title IIA provides District Instructional Technologist, highly qualified and ongoing professional development, professional study materials including book study books; 31A provides Elementary School Behavioral Interventionists, America Reads provides tutors to implement the research-based Paired Reading strategy, America Counts provides tutors to implement best practice math classroom support.

STATE RESOURCES, PROGRAMS & GRANTS: Great Start Readiness Program (GSRP) provides preschool services to at-risk students as well as transition strategies to Kindergarten; Aramark Food Services provides nutritional support to students who qualify for free or reduced lunch and breakfast.

LOCAL RESOURCES, PROGRAMS & GRANTS: PTO provides school-wide family picnics and family involvement activities; CMU Volunteer Center provides Lunch Buddies to serve as mentors to at-risk students; Saginaw Chippewa Indian Tribe (SCIT) provides Native American tutors and advocates to support Native American students, 2% grant monies to support curriculum and programs; Mt. Pleasant Community Church (MPCC) provides mentors through the Kid's Hope program to at-risk students, the local food pantry provides weekend non-perishable food items to students who qualify for free lunch; Mt. Pleasant Police provides a liaison officer; Mt. Pleasant Public Schools provides staff, curriculum and materials.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

(fund source)/(program)

General Fund/ School Improvement Team work

2. School-wide Reform Strategies

(fund source)/(program)

General Fund/School Improvement Team work

Title IIA/District Instructional Technologist

Title IIA/Instructional Coaching PD

3. Highly Qualified Staff

(fund source)/(program)

General fund/All staff are currently HQ

4. Strategies to attract HQ Teachers

(fund source)/(program)

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General Fund/ New teacher orientation

General Fund/ Mentor/Mentee meetings and planning time

General Fund/ Title IIA/ District professional development

5. HQ and ongoing PD

(fund source)/(program)

Title IA/Title IIA/Training for Title I staff

Title IIA/Writing PD

Title IIA/ Math PD

Title IIA/Reading PD

Title IIA/ Thinking Maps PD

Title IIA/ Differentiated Instruction PD

Title IIA/ Instructional Rounds PD

6. Strategies to increase parent involvement

(fund source)/(program)

Title IA/ PTO events

Title IA/ Annual Fall, Winter and Spring meetings

Title IA/ PTO Home/School lending library

Title IA/General Fund/ Title IIA/ Extended Program coordinator

Title IA/Family Resources

Title IA/ Reach and Read Bags

7. Preschool Transition Strategies

(fund source)/(program)

General Fund/Kindergarten Kick-off

GSRP/ Preschool visits to kindergarten

Title IA/ General Fund/mailings

8. Teacher participation in decision making

(fund source)/(program)

General fund/ Professional Study Committee

General Fund/ Title IIA/ District School Improvement Team

General Fund/ Title IIA/ Building School Improvement Team

General Fund/Title IIA/ At-Risk Team

General Fund/Title IIA/ Grade level meetings

9. Additional Assistance to students having difficulties

(fund source)/(program)

31A/Title IA/Summer School/ Extended Day programs

31A/Title IA/Extended Day programs

Title IA/Certified Title I Intervention Specialists

31A/ Elementary School Behavior Interventionists

SCIT Education Dept./ Tribal advocates and tutors

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CMU Grant funded/ America Reads tutors

CMU Grant Funded/ America Counts tutors

CMU Volunteer Center/ CMU Lunch Buddies program

10. Coordination of State, Federal and Local Programs

(fund source)/(program)

General Fund/ State and Federal Programs Coordinator

General Fund/ Food and nutrition programs

Mt. Pleasant City Police/ YSU officers

SCIT Education Dept./ Tribal advocates and tutors

CMU grant funded/ America Reads

CMU grant funded/ America Counts

CMU Volunteer Center/ Lunch Buddies program

Mt. Pleasant Community Church/ Kid's Hope mentoring program

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Aramark Food services provides nutritional support to students who qualify for free or reduced lunch and breakfast. Nutrition Club provides additional food to needy (free lunch) families over weekends and holiday breaks.

Mt. Pleasant City Police provide a liaison officer.

Evaluation:

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

Pullen Elementary School Improvement Team annually evaluates the implementation of the SIP each Spring. This is accomplished by collecting data/evidence in the form of student work samples, sampling of lessons and/or communication with parents that address SIP components. This may include, but is not limited to, photocopies of student work that demonstrate evidence of SIP strategies being implemented, photographs of anchor charts demonstrating lessons taught, and/or copies of letters to parents explaining strategies for use when working with students at home.

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

Pullen Elementary School Improvement Team annually evaluates the results of student achievement based on the SIP each Spring. This is accomplished by analyzing grade level specific data collection sheets that include pre-, mid- and post progress in the areas of spelling, writing, science, social studies, reading and math. Stat assessment data is also analyzed with regard to student achievement.

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

The School Improvement team determines effectiveness of the school-wide program by conducting Data Analysis meetings in the Fall to determine the furthest from achieving students in reading using DIBELS universal screener in combination with Fall NWEA scores. Student progress is monitored according to assessment protocols and changes in intervention are implemented based on these results. Continued use of DIBELS universal screener and NWEA in Winter and Spring provides ongoing evaluation of student progress. Comparative analysis on previous years' data is conducted to monitor overall progress of students who have been identified as the furthest from achieving.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The SIP team, with staff input, will meet each year to review the Comprehensive Needs Assessment, State and District assessments and perception data surveys to determine effectiveness of SIP and make necessary revisions between February and April.

2016-2017 Amended School Improvement Plan

Overview

Plan Name

2016-2017 Amended School Improvement Plan

Plan Description

updated June 2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their proficiency abilities in the area of social studies.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$11000
2	All students will improve their proficiency abilities in the area of science.	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$12500
3	All students will improve their proficiency abilities in the area of math.	Objectives: 2 Strategies: 1 Activities: 12	Academic	\$668130
4	All students will improve their proficiency abilities in the area of English Language Arts.	Objectives: 2 Strategies: 1 Activities: 18	Academic	\$228725

Goal 1: All students will improve their proficiency abilities in the area of social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Social Studies by 05/31/2022 as measured by district pre and post assessments and state assessments..

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus on improving the proficiency levels of all at-risk students including Native American, Economically Disadvantaged and Students with Disabilities

Category: Learning Support Systems

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Steategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Family Social Studies Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Social Studies Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, certified teachers, principal

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during social studies instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal

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Activity - Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary notebooks into their social studies instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Principal, certified teachers

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier I instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers

Measurable Objective 2:

A 7% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in Common Core state standards in Social Studies by 06/30/2018 as measured by local social studies assessments and state assessments..

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus on improving the proficiency levels of all at-risk students including Native American, Economically Disadvantaged and Students with Disabilities

Category: Learning Support Systems

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Family Social Studies Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Social Studies Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, certified teachers, principal
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during social studies instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal
Activity - Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary notebooks into their social studies instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Principal, certified teachers
Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier I instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers

Goal 2: All students will improve their proficiency abilities in the area of science.

Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Science by 05/31/2022 as measured by district pre and post assessments.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities

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Category: Learning Support Systems

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Steategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Family Science Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Science Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, certified teachers, principal
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during science instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal
Activity - Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary notebooks into their science instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Principal, certified teachers
Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional development in the core subject areas to increase knowledge and application in the area of Tier 1 instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers
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Activity - Phenomenal Science Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phenomenal Science is a complete curriculum for k-5 science teachers developed through professional learning that meets all Michigan Science Standards and centers science instruction on developing students' conceptual understanding of real phenomenal that actually occur.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Other	Teachers and administrator

Measurable Objective 2:

A 10% increase of Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency on local assessments in Science by 09/30/2018 as measured by State Assessment Data.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities

Category: Learning Support Systems

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Family Science Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Science Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, certified teachers, principal
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during science instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal
Activity - Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary notebooks into their science instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Principal, certified teachers
Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier 1 instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers
Activity - Phenomenal Science Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phenomenal Science is a complete curriculum for k-5 science teachers developed through professional learning that meets all Michigan Science Standards and centers science instruction on developing students' conceptual understanding of real phenomenal that actually occur.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Other	Teachers and administrator

Goal 3: All students will improve their proficiency abilities in the area of math.

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Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Mathematics by 05/31/2022 as measured by State Assessment Data, 2nd and 3rd grade NWEA MAP testing and Math in Focus chapter assessments.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instruction for all students with a focus on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Steategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Math in Focus/Best Practice in Mathmatics instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in 3 half day data meetings to collaborate with other teachers in regard to individual student data and progress. Teachers will be looking at better ways to teach math to students, how to use new materials, assessments and pacing guides. During weekly common planning time, teachers will review end of chapter MIF assessment data to determine areas of strength and weakness for reteaching and differentiation.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2200	General Fund	Certified Title I Intervention Specialists, principal and all K-3 teachers including Special education teachers
Activity - Family Math Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teacher's with the principal and Title I staff will plan and implement a Family Math Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, Principal and DK-3 teachers
Activity - Using Common Data to Plan and Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level (K-3) will meet, discuss, and analyze their students' NWEA and MIF math chapter assessments (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$3250	Title II Part A	Certified Title I Intervention specialists, all K-3 teachers, principal
Activity - Math Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet the criteria are invited to participate in Extended Day Math opportunities at their learning level.	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$10000	Title I Schoolwide	Certified Title I Intervention Specialists, Principal, Certified Teachers, Highly Qualified Paraprofessionals
Activity - Title I Certified Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Works with students in the bottom 25% in the area of Mathematics through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$150000	Section 31a, Title I Part A	Certified Title I Intervention Specialists, principal
Activity - Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Title II Part A	Certified Title I Intervention Specialists, Principal, Certified teachers
Activity - 60 Minute Daily Math Instruction Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students 60 minutes of math instruction daily using the Best Practice document provided by the district.	Direct Instruction, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$0	General Fund	Principal, certified teachers
Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math.	Technology, Academic Support Program	Tier 2	Monitor	06/01/2016	08/31/2016	\$15000	Title I Schoolwide	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
Activity - iPad volume purchase cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support math instruction to Tier 1 and 2 students.	Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$500	Title I Schoolwide	Certified Title I Intervention Specialists
Activity - Think-Stretch Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Student in our K-3 building will receive a Think-Stretch Book (reading and math) to help them avoid summer slide.	Academic Support Program	Tier 1	Implement	06/10/2016	09/06/2016	\$474000	Title I Part A	Title I teachers, Principal, Classroom teachers

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Activity - MAS/FPS Winter Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development	Professional Learning, Academic Support Program	Tier 1	Implement	02/03/2016	02/08/2016	\$650	Title II Part A	Title I Certified Interventionist

Activity - Math In Focus PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A GIRESD math specialist will meet with grade level, certified teacher teams (including special ed) to go over teaching the Math In Focus Math series. Teachers have specified areas they would like more assistance.	Professional Learning	Tier 1	Implement	02/04/2016	06/10/2016	\$1530	Title II Part A	Certified Teachers

Measurable Objective 2:

A 10% increase of Third grade Bottom 30%, Economically Disadvantaged, Students with Disabilities and American Indian or Alaska Native students will demonstrate a proficiency level in Mathematics by 06/30/2018 as measured by State assessment.

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instruction for all students with a focus on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - Math in Focus/Best Practice in Mathematics instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pullen Elementary School

Teachers will participate in 3 half day data meetings to collaborate with other teachers in regard to individual student data and progress. Teachers will be looking at better ways to teach math to students, how to use new materials, assessments and pacing guides. During weekly common planning time, teachers will review end of chapter MIF assessment data to determine areas of strength and weakness for reteaching and differentiation.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2200	General Fund	Certified Title I Intervention Specialists, principal and all K-3 teachers including Special education teachers
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Activity - Family Math Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's with the principal and Title I staff will plan and implement a Family Math Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, Principal and DK-3 teachers

Activity - Using Common Data to Plan and Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level (K-3) will meet, discuss, and analyze their students' NWEA and MIF math chapter assessments (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$3250	Title II Part A	Certified Title I Intervention specialists, all K-3 teachers, principal

Activity - Math Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet the criteria are invited to participate in Extended Day Math opportunities at their learning level.	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$10000	Title I Schoolwide	Certified Title I Intervention Specialists, Principal, Certified Teachers, Highly Qualified Paraprofessionals

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Activity - Title I Certified Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Works with students in the bottom 25% in the area of Mathematics through skill block, small group or in Extended Day opprotunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$150000	Title I Part A, Section 31a	Certified Title I Intervention Specialists, principal
Activity - Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Title II Part A	Certified Title I Intervention Specialists, Principal, Certified teachers
Activity - 60 Minute Daily Math Instruction Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students 60 minutes of math instruction daily using the Best Practice document provided by the district.	Direct Instruction, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$0	General Fund	Principal, certified teachers
Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math.	Technology , Academic Support Program	Tier 2	Monitor	06/01/2016	08/31/2016	\$15000	Title I Schoolwide	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
Activity - iPad volume purchase cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support math instruction to Tier 1 and 2 students.	Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$500	Title I Schoolwide	Certified Title I Intervention Specialists

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Activity - Think-Stretch Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Student in our K-3 building will receive a Think-Stretch Book (reading and math) to help them avoid summer slide.	Academic Support Program	Tier 1	Implement	06/10/2016	09/06/2016	\$474000	Title I Part A	Title I teachers, Principal, Classroom teachers
Activity - MAS/FPS Winter Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development	Professional Learning, Academic Support Program	Tier 1	Implement	02/03/2016	02/08/2016	\$650	Title II Part A	Title I Certified Interventionist
Activity - Math In Focus PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A GIRESD math specialist will meet with grade level, certified teacher teams (including special ed) to go over teaching the Math In Focus Math series. Teachers have specified areas they would like more assistance.	Professional Learning	Tier 1	Implement	02/04/2016	06/10/2016	\$1530	Title II Part A	Certified Teachers

Goal 4: All students will improve their proficiency abilities in the area of English Language Arts.

Measurable Objective 1:

85% of Kindergarten, First, Second and Third grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in English Language Arts by 05/31/2022 as measured by the state assessment, DRA 2 scores and the NWEA..

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

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Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students 90 minutes of reading instruction daily using the Best Practice document and Language Arts Notebook provided by the district.	Direct Instruction	Tier 1	Implement	09/01/2015	05/31/2016	\$0	General Fund	Principal, certified teachers
Activity - Using Common Data to Plan and Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level (K-3) will meet, discuss, and analyze their students' DIBELS, DRA 2, MLPP (K-1) and NWEA Reading (K-3) data (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$5000	Title II Part A	Certified Title I Intervention Specialists, Principal, Certified teachers
Activity - Title I Certified Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Works with students in the bottom 25% in the area of English Language Arts through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	08/24/2015	06/15/2016	\$150000	Section 31a, Title I Part A	Certified Title I Intervention Specialists
Activity - Reading Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet the criteria are invited to participate in Extended Day Reading opportunities at their learning level.	Technology, Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$10000	Title I Schoolwide	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals

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Activity - 30 minute reading intervention groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at all grade levels (bottom 15%) will receive Tier 2 interventions based on their individual data and academic reading needs 4-5 days a week.	Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$1000	Title I Schoolwide	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
Activity - Family Reading and/or Writing Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Reading and/or Writing Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/01/2015	05/31/2016	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, principal, certified teachers
Activity - Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Professional Learning, Technology	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers
Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during reading and writing instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal
Activity - 60 minute Writing Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide students 60 minutes of writing instruction daily using the Best Practice document, Lucy Calkins Writer's Workshop model/MAISA writing units and grade level writing pacing guides and required pre and post assessments provided by the district.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	certified teachers, principal
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Instructional Coaching process, focusing on reading, math and/or writing, for a minimum of 3 half days per academic year.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$5000	Title II Part A	Principal, certified teachers, Instructional Coaches
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind - Eric Jensen - Fall Learning in the Fast Lane - Winter	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$1000	Title II Part A	principal, certified teachers
Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math and reading. We will also supply students K-3 with Think-stretch activity books/program for summer learning in math and reading. We will write specific learning plans for those 20 students attending.	Technology, Academic Support Program	Tier 2	Implement	06/01/2016	08/31/2016	\$25867	Title I Part A	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
Activity - iPad volume purchase cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support core subject instruction to Tier 2 students.	Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$500	Title I Schoolwide	Certified Title I Intervention Specialists
Activity - Family Learning Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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We will conduct 3 Parent/Student nights (June, July, and August) focusing on summer learning activities and opportunities, Included in this activity will be summer tutoring nights (3 nights/2 hours each). Tutoring nights will have one certified teacher present to help students with reading and math (Think-Stretch).	Parent Involvement, Academic Support Program	Tier 1	Implement	06/01/2016	08/18/2016	\$3008	Title I Part A	Title I teachers, Principal, Classroom teachers
Activity - COMMIT Summer Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRESD Lead Summer Learning PD	Professional Learning	Tier 1	Implement	06/22/2016	06/30/2016	\$1850	Title II Part A	SIP Team Members
Activity - Michigan Reading Corp Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Corp tutors provide one-on-one literacy tutoring to K-3 students identified by certified teachers and the administrator as needing supplemental practice to meet state reading standards.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$10000	Section 31a	Certified teachers, administrator and trained tutors
Activity - Central Michigan University Literacy Center tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will be selected(based on data) to attend an extended day tutoring opportunity at Central Michigan University. Tutors will be helping to close the students reading level gap (fluency, accuracy and comprehension).	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$2500	Title II Part A	Principal, Certified Staff and Intervention Specialist
Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Pullen teacher will attend the RESD Literacy Coach Training sessions and come back on campus and teach teachers different ways of teaching student reading. The Literacy Coach will also be modeling lessons and observe teachers teaching the various reading strategies.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$2000	Title I Schoolwide	Principal, Certified Staff and Certified Intervention Specialist

Measurable Objective 2:

A 10% increase of Third grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency level in English Language Arts by 06/30/2018 as measured by state assessment, DRA 2, DIBELS, MLPP (K-1) and NWEA reading (K-3).

(shared) Strategy 1:

Differentiated Instruction - Teachers will learn about and implement instructional strategies including differentiated instructional strategies for all students with a focus

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on improving the proficiency levels of all at-risk students including AI/AN, ED and Students with Disabilities

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J.(2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Hyde, Arthur (2006). Comprehending Math: Adapting Reading Steategies to Teach Mathematics, K-6. Heinemann Sousa, David A. (2008) How the Brain Learns Mathematics. Corwin Press Payne, Ruby K. (1996) A Framework for Understanding Poverty. Aha! Process, Inc.

Tier: Tier 1

Activity - 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students 90 minutes of reading instruction daily using the Best Practice document and Language Arts Notebook provided by the district.	Direct Instruction	Tier 1	Implement	09/01/2015	05/31/2016	\$0	General Fund	Principal, certified teachers
Activity - Using Common Data to Plan and Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level (K-3) will meet, discuss, and analyze their students' DIBELS, DRA 2, MLPP (K-1) and NWEA Reading (K-3) data (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$5000	Title II Part A	Certified Title I Intervention Specialists, Principal, Certified teachers
Activity - Title I Certified Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Works with students in the bottom 25% in the area of English Language Arts through skill block, small group or in Extended Day opprotunities.	Academic Support Program	Tier 2	Monitor	08/24/2015	06/15/2016	\$150000	Section 31a, Title I Part A	Certified Title I Intervention Specialists
Activity - Reading Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who meet the criteria are invited to participate in Extended Day Reading opportunities at their learning level.	Technology , Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$10000	Title I Schoolwide	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
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Activity - 30 minute reading intervention groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at all grade levels (bottom 15%) will receive Tier 2 interventions based on their individual data and academic reading needs 4-5 days a week.	Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$1000	Title I Schoolwide	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals

Activity - Family Reading and/or Writing Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Reading and/or Writing Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/01/2015	05/31/2016	\$1000	Title I Schoolwide	Certified Title I Intervention Specialists, principal, certified teachers

Activity - Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Professional Learning, Technology	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Title II Part A	Certified Title I Intervention Specialists, principal, certified teachers

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps during reading and writing instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	Certified teachers, principal
Activity - 60 minute Writing Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students 60 minutes of writing instruction daily using the Best Practice document, Lucy Calkins Writer's Workshop model/MAISA writing units and grade level writing pacing guides and required pre and post assessments provided by the district.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	certified teachers, principal
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Instructional Coaching process, focusing on reading, math and/or writing, for a minimum of 3 half days per academic year.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$5000	Title II Part A	Principal, certified teachers, Instructional Coaches
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind - Eric Jensen - Fall Learning in the Fast Lane - Winter	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$1000	Title II Part A	principal, certified teachers
Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math and reading. We will also supply students K-3 with Think-stretch activity books/program for summer learning in math and reading. We will write specific learning plans for those 20 students attending.	Technology , Academic Support Program	Tier 2	Implement	06/01/2016	08/31/2016	\$25867	Title I Part A	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals

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Activity - iPad volume purchase cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support core subject instruction to Tier 2 students.	Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$500	Title I Schoolwide	Certified Title I Intervention Specialists
Activity - Family Learning Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will conduct 3 Parent/Student nights (June, July, and August) focusing on summer learning activities and opportunities, Included in this activity will be summer tutoring nights (3 nights/2 hours each). Tutoring nights will have one certified teacher present to help students with reading and math (Think-Stretch).	Parent Involvement, Academic Support Program	Tier 1	Implement	06/01/2016	08/18/2016	\$3008	Title I Part A	Title I teachers, Principal, Classroom teachers
Activity - COMMIT Summer Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRES D Lead Summer Learning PD	Professional Learning	Tier 1	Implement	06/22/2016	06/30/2016	\$1850	Title II Part A	SIP Team Members
Activity - Michigan Reading Corp Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Corp tutors provide one-on-one literacy tutoring to K-3 students identified by certified teachers and the administrator as needing supplemental practice to meet state reading standards.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$10000	Section 31a	Certified teachers, administrator and trained tutors
Activity - Central Michigan University Literacy Center tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will be selected(based on data) to attend an extended day tutoring opportunity at Central Michigan University. Tutors will be helping to close the students reading level gap (fluency, accuracy and comprehension).	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$2500	Title II Part A	Principal, Certified Staff and Intervention Specialist
Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>A Pullen teacher will attend the RESD Literacy Coach Training sessions and come back on campus and teach teachers different ways of teaching student reading. The Literacy Coach will also be modeling lessons and observe teachers teaching the various reading strategies.</p>	<p>Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/09/2017</p>	<p>\$2000</p>	<p>Title I Schoolwide</p>	<p>Principal, Certified Staff and Certified Intervention Specialist</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Phenomenal Science Curriculum PD	Phenomenal Science is a complete curriculum for k-5 science teachers developed through professional learning that meets all Michigan Science Standards and centers science instruction on developing students' conceptual understanding of real phenomenal that actually occur.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Teachers and administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Certified Intervention Specialists	Works with students in the bottom 25% in the area of English Language Arts through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	08/24/2015	06/15/2016	\$125000	Certified Title I Intervention Specialists
Title I Certified Intervention Specialists	Works with students in the bottom 25% in the area of Mathematics through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$125000	Certified Title I Intervention Specialists, principal
Think-Stretch Summer Learning	Each Student in our K-3 building will receive a Think-Stretch Book (reading and math) to help them avoid summer slide.	Academic Support Program	Tier 1	Implement	06/10/2016	09/06/2016	\$474000	Title I teachers, Principal, Classroom teachers
Family Learning Nights	We will conduct 3 Parent/Student nights (June, July, and August) focusing on summer learning activities and opportunities, Included in this activity will be summer tutoring nights (3 nights/2 hours each). Tutoring nights will have one certified teacher present to help students with reading and math (Think-Stretch).	Parent Involvement, Academic Support Program	Tier 1	Implement	06/01/2016	08/18/2016	\$3008	Title I teachers, Principal, Classroom teachers

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Extended Year	Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math and reading. We will also supply students K-3 with Think-stretch activity books/program for summer learning in math and reading. We will write specific learning plans for those 20 students attending.	Technology , Academic Support Program	Tier 2	Implement	06/01/2016	08/31/2016	\$25867	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Certified Intervention Specialists	Works with students in the bottom 25% in the area of Mathematics through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$25000	Certified Title I Intervention Specialists, principal
Title I Certified Intervention Specialists	Works with students in the bottom 25% in the area of English Language Arts through skill block, small group or in Extended Day opportunities.	Academic Support Program	Tier 2	Monitor	08/24/2015	06/15/2016	\$25000	Certified Title I Intervention Specialists
Michigan Reading Corp Tutors	Reading Corp tutors provide one-on-one literacy tutoring to K-3 students identified by certified teachers and the administrator as needing supplemental practice to meet state reading standards.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$10000	Certified teachers, administrator and trained tutors

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	Teachers will use Thinking Maps during social studies instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Certified teachers, principal
Building Academic Vocabulary	Teachers will incorporate vocabulary notebooks into their social studies instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Principal, certified teachers
Thinking Maps	Teachers will use Thinking Maps during reading and writing instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Certified teachers, principal

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Building Academic Vocabulary	Teachers will incorporate vocabulary notebooks into their science instruction in order to build students' academic vocabulary. (Based on Marzano's Building Academic Vocabulary)	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal, certified teachers
60 Minute Daily Math Instruction Block	Teachers will provide students 60 minutes of math instruction daily using the Best Practice document provided by the district.	Direct Instruction, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$0	Principal, certified teachers
90 Minute Reading Block	Teachers will provide students 90 minutes of reading instruction daily using the Best Practice document and Language Arts Notebook provided by the district.	Direct Instruction	Tier 1	Implement	09/01/2015	05/31/2016	\$0	Principal, certified teachers
Math in Focus/Best Practice in Mathematics instruction Professional Development	Teachers will participate in 3 half day data meetings to collaborate with other teachers in regard to individual student data and progress. Teachers will be looking at better ways to teach math to students, how to use new materials, assessments and pacing guides. During weekly common planning time, teachers will review end of chapter MIF assessment data to determine areas of strength and weakness for reteaching and differentiation.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2200	Certified Title I Intervention Specialists, principal and all K-3 teachers including Special education teachers
60 minute Writing Block	Teachers will provide students 60 minutes of writing instruction daily using the Best Practice document, Lucy Calkins Writer's Workshop model/MAISA writing units and grade level writing pacing guides and required pre and post assessments provided by the district.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	certified teachers, principal
Thinking Maps	Teachers will use Thinking Maps during science instruction to help students organize and think about their thinking.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Certified teachers, principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math In Focus PD	A GIRESD math specialist will meet with grade level, certified teacher teams (including special ed) to go over teaching the Math In Focus Math series. Teachers have specified areas they would like more assistance.	Professional Learning	Tier 1	Implement	02/04/2016	06/10/2016	\$1530	Certified Teachers
Intervention Professional Development	Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Professional Learning, Technology	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Certified Title I Intervention Specialists, principal, certified teachers

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Central Michigan University Literacy Center tutors	Third grade students will be selected (based on data) to attend an extended day tutoring opportunity at Central Michigan University. Tutors will be helping to close the students reading level gap (fluency, accuracy and comprehension).	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$2500	Principal, Certified Staff and Intervention Specialist
MAS/FPS Winter Institute	Professional Development	Professional Learning, Academic Support Program	Tier 1	Implement	02/03/2016	02/08/2016	\$650	Title I Certified Interventionist
Instructional Coaching	Teachers will participate in the Instructional Coaching process, focusing on reading, math and/or writing, for a minimum of 3 half days per academic year.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$5000	Principal, certified teachers, Instructional Coaches
Technology Professional Development	Professional development in the core subject areas to increase knowledge and application in the area of Tier I instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Certified Title I Intervention Specialists, principal, certified teachers
Technology Professional Development	Professional development in the core subject areas to increase knowledge and application in the area of Tier 1 instruction.	Professional Learning, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$10000	Certified Title I Intervention Specialists, principal, certified teachers
Intervention Professional Development	Professional development in the core subject areas to increase knowledge and application in the area of Tier 2 interventions.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	05/31/2016	\$10000	Certified Title I Intervention Specialists, Principal, Certified teachers
COMMIT Summer Leadership	GRES D Lead Summer Learning PD	Professional Learning	Tier 1	Implement	06/22/2016	06/30/2016	\$1850	SIP Team Members
Using Common Data to Plan and Guide Instruction	Teachers at each grade level (K-3) will meet, discuss, and analyze their students' NWEA and MIF math chapter assessments (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$3250	Certified Title I Intervention specialists, all K-3 teachers, principal
Book Study	Engaging Students with Poverty in Mind - Eric Jensen - Fall Learning in the Fast Lane - Winter	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$1000	principal, certified teachers

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Using Common Data to Plan and Guide Instruction	Teachers at each grade level (K-3) will meet, discuss, and analyze their students' DIBELS, DRA 2, MLPP (K-1) and NWEA Reading (K-3) data (3 times per year) to identify common student weaknesses. Student weaknesses will be determined and a teaching plan of action will be developed to address students who are achieving below grade level.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$5000	Certified Title I Intervention Specialists, Principal, Certified teachers
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
iPad volume purchase cards	iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support core subject instruction to Tier 2 students.	Technology	Tier 1	Implement	09/01/2015	06/30/2016	\$500	Certified Title I Intervention Specialists
Family Reading and/or Writing Activity	Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Reading and/or Writing Activity for parents and students in grades DK-3.	Technology, Parent Involvement	Tier 1	Monitor	09/01/2015	05/31/2016	\$1000	Certified Title I Intervention Specialists, principal, certified teachers
Family Social Studies Activity	Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Social Studies Activity for parents and students in grades DK-3.	Technology, Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Certified Title I Intervention Specialists, certified teachers, principal
Reading Extended Day	Students who meet the criteria are invited to participate in Extended Day Reading opportunities at their learning level.	Technology, Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$10000	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
iPad volume purchase cards	iPad volume purchase cards allow Certified Title I Intervention Specialists to purchase iPad apps to support math instruction to Tier 1 and 2 students.	Technology	Tier 1	Implement	09/01/2015	05/31/2016	\$500	Certified Title I Intervention Specialists

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Extended Year	Title I, Tier 2, (K-3) students will be provided a summer learning camp opportunity in the area of math.	Technology , Academic Support Program	Tier 2	Monitor	06/01/2016	08/31/2016	\$15000	Certified Title I Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
30 minute reading intervention groups	Students at all grade levels (bottom 15%) will receive Tier 2 interventions based on their individual data and academic reading needs 4-5 days a week.	Academic Support Program	Tier 2	Monitor	09/01/2015	05/31/2016	\$1000	Title I Certified Intervention Specialists, principal, certified teachers, highly qualified paraprofessionals
Family Science Activity	Teachers with the principal and Certified Title I Intervention Specialists will plan and implement a Family Science Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Certified Title I Intervention Specialists, certified teachers, principal
Family Math Activity	Teacher's with the principal and Title I staff will plan and implement a Family Math Activity for parents and students in grades DK-3.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1000	Certified Title I Intervention Specialists, Principal and DK-3 teachers
Literacy Coach	A Pullen teacher will attend the RESD Literacy Coach Training sessions and come back on campus and teach teachers different ways of teaching student reading. The Literacy Coach will also be modeling lessons and observe teachers teaching the various reading strategies.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$2000	Principal, Certified Staff and Certified Intervention Specialist

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Math Extended Day	Students who meet the criteria are invited to participate in Extended Day Math opprotunities at their learning level.	Technology , Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$10000	Certified Title I Intervention Specialists, Principal, Certified Teachers, Highly Qualified Paraprofessionals
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