



# **School Improvement Plan**

**Vowles School**

**Mt. Pleasant City School District**

Mrs. Kim Bishop  
1560 WATSON RD  
MOUNT PLEASANT, MI 48858-4151

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction .....	9
--------------------	---

Improvement Planning Process .....	10
------------------------------------	----

## **School Data Analysis**

Introduction .....	12
--------------------	----

Demographic Data .....	13
------------------------	----

Process Data .....	16
--------------------	----

Achievement/Outcome Data .....	19
--------------------------------	----

Perception Data .....	27
-----------------------	----

Summary .....	31
---------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 35  
School Additional Requirements Diagnostic ..... 36

**Title I Schoolwide Diagnostic**

Introduction ..... 39  
Component 1: Comprehensive Needs Assessment ..... 40  
Component 2: Schoolwide Reform Strategies ..... 46  
Component 3: Instruction by Highly Qualified Staff ..... 48  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 49  
Component 5: High Quality and Ongoing Professional Development ..... 51  
Component 6: Strategies to Increase Parental Involvement ..... 52  
Component 7: Preschool Transition Strategies ..... 56  
Component 8: Teacher Participation in Making Assessment Decisions ..... 57  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 58  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 61  
Evaluation: ..... 63

**Vowles Goals and Activites 2016-2017 (Revised June 27, 2016)**

Overview ..... 66  
Goals Summary ..... 67  
    Goal 1: All students at Vowles will become proficient in Math. .... 68  
    Goal 2: All students at Vowles Elementary will become proficient readers and writers. .... 76

Goal 3: Students will become proficient in the areas of Science and Social Studies.....	81
Activity Summary by Funding Source.....	83

## **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?**

Vowles Elementary is a kindergarten through fourth grade school with approximately 430 students. It is located within Mount Pleasant Public Schools. Mount Pleasant, Michigan is a community of about 30,000 people, plus the addition of around 20,000 students from the local University, Central Michigan University. Mount Pleasant is located in the middle of Michigan, about an hour away from any larger cities. Mount Pleasant has strong involvement with the local Native American tribe, where a large casino is located. Vowles Elementary houses 1-DK, 4-kindergarten, 4-first grade, 4-second grade, 4-third grade and 4-fourth grade classrooms. Vowles also has speech, Title I, special education, social work and psychological services available. Total staff at the building include 28 certified general education teachers and 10 educational aides. Over the last three years Vowles percent of free and reduced lunch has steadily increased to from slightly above 30% in 2009-10 to almost 50% in 2015-16. Vowles is projected to be over 50% free/reduced in the upcoming school year. Vowles number of special needs students has increased significantly over the last three years.

GIRESD support staff

ASD % in building

Years of Experience

Education Level of staff

Retention rate of students

School of Choice

Mid Michigan and Tribal College

ELL - Diversity - # of languages

Closest to CMU/student housing

## **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.**

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 life long 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, students and staff, an ever-developing curriculum which incorporates technology, culture and creative thinking, sound financial management driven by our priorities.

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.

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 life long learning.

Our building Mission Statement is: "At Vowles Elementary, we achieve academic excellence by putting students needs first in every situation and by working as a collaborative team to ensure that all children are given the opportunity to reach their full potential."

Executive Summary

Vowles School

Page

## **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.**

Our MEAP scores have improved over the last 3 years. When including the data from our SWD (students with disabilities) data, our MEAP scores show a significant improvement. We have implemented a second full time Title I certified teacher (beginning with the 2011-2012 school year). We have implemented half hour daily blocks of time at every grade level devoted completely to reading support, where specific interventions are given to students, specifically the bottom 15% of each grade level. Teachers spend time collaborating the needs of their students and dividing students into specific interventions that best meet their needs.

We have implemented an anti-bullying system, focused on PBiS supports. Vowles has focused mainly on using a BEST system, encouraging students to do their BEST (Be respectful, Effort, Safety, and Take responsibility) daily. The Positive Behavior Support system has been implemented school wide for the last 4 years, adding a few components each year.

Vowles will continue to add PBiS components that not only help support positive behavior in our school but also building school culture for Vowles.

Vowles has implemented the use of iPads and chromebooks in our classrooms. Vowles will continue to implement the use of Smart boards (Eno boards at this building): training, more implementation, and student use.

Vowles also has a successful MTSS (Multi-Tiered System of Supports) program focusing on interventions to help in Tiers 1 and 2 for students with academic or behavior needs. The team meets bi-weekly to weekly each month throughout the school year.

We are working to improve the following areas: math core curriculum including the implementation of our new Math in Focus program, increasing family involvement and school safety including BERT safety measures. As of 2014-15 school year, Vowles has worked to improve our professional learning community within our building by giving our teams collaborative time together. In 2015-2016, we focused on more professional development to support PLC's. Vowles will also have a presenter from Solution Tree this summer work with our staff on developing our PLC's and using assessment to guide grade level PLC's. We believe this will help close our achievement gap between the top and bottom 30% of students and tighten our school culture.

## **Additional Information**

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

N/A

# **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.**

School improvement meetings were held once (1x) to twice (2x) per month all school year and also as needed, where staff were able to provide input and discuss all pertinent information. Our team consisted of two parents, administrator, two Title I certified staff, and eight (8) certified teachers representing all grade levels. Childcare and transportation were not needed this year but will continued to be offered. All other staff members were invited and encouraged to attend meetings. A chairperson to be part of the district SIP team was selected in the spring of 2015-2016 school year. Notes were taken at each meeting and information shared with all staff members at staff meetings. Roles were determined by area of expertise of the team. School Improvement items were regularly shared with all staff at General building staff meetings.

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

Classroom teachers (Kindergarten, 1st, 2nd, 3rd and 4th), Title I, administrator participated in the involvement of the plan. The two parent representatives are also affiliated with CMU. All had opportunities for input and feedback. Agendas were sent in advance through email. Notes were taken at each meeting and information shared with all staff at building staff meetings.

**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 final school improvement plan was discussed in parts (executive summary, etc.). The final plan is shared with the staff at a school improvement meeting in August, with opportunity for input and any proposed changes, deletions or additions. The plan is usually broken down into goals and activities. The SIP calendar of professional development is reviewed. Parent involvement activities are communicated with parents throughout the school year through student agendas, emails, classroom, school newsletters and Open House 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?**

Number of special education students is increasing (this includes students with deficits in speech and language as well).

Number of ELL students doubled each year in student enrollment. The variety of languages is also changing in the trend as well. We have a full time tutor and a second tutor that does additional hours to support the number of ELL students that we have. Because our ELL population continues to grow, we could really use a certified teacher. Our district is working on adding an addition certified for ELL students only.

### **Student Demographic Data**

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

Student attendance and truancy continues to rise. One challenge we have encountered is our number of "homeless" students. These students are living with grandma/pa, aunts, uncles, cousins or even family friends.

39 referral letters were sent in 2015-2016 (some students getting their 1st and/or 2nd letter)

5 students/families sent to truancy (RESA)

36 referral letters were sent in 2014-2015

3 students/families sent to truancy (RESA)

### **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?**

When looking at student behavior data, office referrals are diminishing. We believe this is due to the fact that we have a great PBIS in place for our building as well as a very well run behavior resource room. However, when analyzing the data, most referrals are for physical aggression/fighting or bullying. These two areas continue to rise out of all the types of referrals that are presented. Suspensions and expulsions have gone down. Again, we believe this to be a result of an outstanding PBIS initiative and a very supportive resource team.

Challenges we experience are in behavior of general education and special education students. The trend in behaviors are more extreme when looking at a 3 year trend. Students are more aggressive and violent than in past years. Many more students are receiving counseling therapy as well.

### Student Demographic Data

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

More staff needed to support ELL population. Seek out resources from CMU to help with challenges of ELL population and communicating with those families. Open House specifically for our ELL families before general open houses.

### 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?

For the 2015-2016 school year, we have approximately 31% of teachers in our building that have 4-20 years of experience and over 30% have more than 20 years experience. Our building has at least 18 teachers/administrators that have at least a Master's degree, Master's+15, Master's + 30 or Master's +45 credits. Our experience and knowledge that we have to offer is excellent and has a positive impact on not just student achievement in academics but also life skills. We have many capable and qualified staff to assist new teachers.

### 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?

Student achievement is highly and positively impacted by the teaching experience in our building. We have models of highly effective teachers in each grade level. We also strive as a district to professionally develop teachers who are new.

They have the following resources:

New Teacher Trainings (RESA and union)

Mentors

Curriculum PD

Professional Day use

PLC time

### 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?

Any time a school leader or teacher are out of the classroom, students are impacted. However, the knowledge that is gained in professional learning helps support student achievement at all levels. As an instructional leader, an administrator's absence for professional learning is imperative to help develop teaching staff and make teacher leaders for our building.

### 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 impact student achievement and the classroom more. We know realistically that the curriculum and pacing of instruction is not at the level when a substitute is in the classroom versus the classroom teacher. As a building and district, we try to offer as much professional development outside of the school day as possible.

For the 2015-2016 school year, we believe that the work of our PLC's have helped keep teachers in the classroom more and have sustained student achievement because teachers are continually analyzing instruction and data to benefit their students.

### Teacher/School Leader(s) Demographic Data

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

- Thorough evaluation process of teachers and administrators
- Thorough interview process of new hires
- Continue PLC development for our building
- Perceptions surveys of stakeholders
- Professional development opportunities
- Fine tuning Mentor/Mentee Program

## **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?**

Standard 2- Instruction: Learning Environment

Standard 4- Instructional Leadership: Guidance and Support for Teaching and Learning

Standard 5- A Culture for Learning: Safe and Supportive Environment

Standard 6- Organizational Management: Communication and Intentional Practices

Standard 7- Professional Learning Culture: Collaborative Teams

Standard 10: Engagement: Learning Opportunities

### **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?**

Standard 1- Curriculum: Alignment (We are still working on the horizontal and vertical alignment. This is also at the district level)

Standard 3- Assessment: Shared understanding and data analysis. (We think our dedication and goal toward PLC work will help this standard/strand. We also have scheduled PD for assessment and PLC ). We have also found through teacher evaluations and our Ed yes report that we do not have enough student involvement in the assessment process. This could also be tied to student goal setting in core academic areas.

Standard 8- Professional Learning System: Purposeful Planning and Impact on Professional Learning

Standard 9-Communication: Cultural Responsiveness: We are working on this area with the help of CMU resources in supporting communication with ELL families.

### **12. How might these challenges impact student achievement?**

Student achievement would be affected for students or classrooms where curriculum is not aligned or paced out in conjunction with grademates or the district. The data or success for these students may be lower than same age peers. A shared understanding of data or data analysis would not further growth of students in our building if teachers are not understanding their data and then how to instruct properly knowing student deficits.

### **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.**

-PD on using and incorporating "I Can" statements into school day to support student self assessment. PLC time reflected to align student self assessment in other core academic areas. It is important for students to know what they should be learning and expectations and be  
SY 2016-2017

able to shoot for those targets and then assess whether targets were met.

-PLC development on digging deeper on assessments and aligning instruction with the data. We will be doing summer PD on formative assessment and development of our PLC's.

-Translation of documents or programs to translate need to be purchased for office and curricular support of ELL families.

### **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?**

Through grade level data meetings, all students are identified for strengths and weaknesses in the core subject areas. Resource room certified teachers participate in focus/intervention groups each day. They are able to use any of the research based interventions that the building has available to use with students with disabilities. Some students with disabilities may qualify for Title support in a specific core area that they do not with their special education teacher. If that is the case, they would also qualify for extended learning opportunities as well.

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

This year we had extended learning opportunities available to students before and after school that serviced students 1st-4th for math instruction. IRide transportation was available to help get students to this program. Pre and Post tests were given to the students that participated so that data could be tracked for student success in this program. NWEA data was used as well to look at student end of benchmark scores in the area of math. This program was a 10 week program that utilized 4 certified teachers.

Extended year opportunities were available this summer for students in grades K-4th that supported both math, reading and writing skills. We used the ThinkStretch Workbook program this summer. Our summer program serviced all 450 students in our building. The workbook contained 8 weeks of lessons. We ran a check in program that met 1x per week for 10 weeks between June and August. Transportation was provided through our monies to help make this opportunity available to any student. Two (2) certified teachers were available at check in points throughout the summer. Snacks were also provided.

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

Benchmark data meetings and PLC time are used by all grade levels. NWEA fall, winter and spring data was used to identify students struggling in the areas of math and/or reading. The lowest 15% of students are identified through data analysis. Parents are notified through a hard copy invite as well as personal phone calls.

Students and Parents complete perception surveys about their extended day or extended year opportunities their children participated in.

### **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?**

-Teacher lesson plans

## School Improvement Plan

Vowles School

---

- PLC notes
- Grade level pacing guides
- Teacher observations (informal and formal)

**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.**

N/A

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

All grades NWEA scores for reading this year ended Spring benchmark above the national norm. 4 of the 5 grades raised their spring RIT scores from Spring of 2015-Spring of 2016 by 2 or more RIT points.

#### Spring Benchmark 2016

Kindergarten: 6.5 points above norm

1st grade: 5.3 points above norm

2nd grade: 7.1 points above norm

3rd grade: 7.2 points above norm

4th grade: .8 of point above norm

NWEA strengths in reading are:

Kindergarten: strand vocabulary use and functions

1st: vocabulary use and functions

2nd: language and writing

3rd: literature strand

4th: Literature use

Dibels:

Kindergarten: Nonsense Word fluency- 81% at or above benchmark, 91% at above benchmark in Phoneme Segmentation

1st: Oral Reading Fluency - 68 % at or above benchmark

2nd: Oral Reading Fluency- 68% at or above benchmark, 73% at or above benchmark in Retelling

3rd: Oral Reading Accuracy- 72% were at or above benchmark (up 6% from spring 2015), 77% at benchmark for retell

4th: Oral Reading Accuracy- 63% were at or above benchmark (drop from spring 2015), 75% at benchmark for retell

Our Reading Program Evaluation (Title I Program) showed success for all grades in the area of Reading.

Kindergarten- 11/11 students met projection= 100%

1st-11/13 students met projection= 85%

2nd-7/11 students met projection= 64%

3rd- 12/14 students met projection= 86%

4th- 10/12 students met projection= 83%

### 19b. Reading- Challenges

NWEA challenges in reading for our building are:

Kindergarten: literature and informational

1st: literature and informational

2nd: literature and informational

3rd: vocabulary acquisition and use (same from last year)

4th: vocabulary acquisition and use (same from last year)

Dibels:

Kindergarten: First Sound fluency- 81% at or above benchmark (not assessed again after mid benchmark) (up 20% from last year mid benchmark)

1st: Phoneme Segmentation- 70% at or above benchmark in the fall. (up 26% from last year)

2nd: Nonsense word fluency from beginning of school year benchmark- 57% at or above benchmark (not assessed again throughout year).  
Up 4% from last year

3rd: Daze assessment- 67% at or above benchmark (up 19% from last year)

4th: Daze assessment- 51% at or above benchmark (up 10% from last year)

### 19c. Reading- Trends

Our NWEA is consistently going up each spring benchmark. Our 3 year data on the RIT means for NWEA Reading grows by approximately 2 points each spring and grades continue to be above the norm.

2nd graders still struggle with NWF on Dibels. We believe students are still confused about reading nonsense words versus real words.

Female and male subgroups are within 1-8 pts of each other for students that are at/above the RIT except for 2nd grade females. They were 16 percentage points above the males for reading. American Indian ethnicity group was consistently the lowest percentage for students in every grade level that were at or above the norm 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.**

One of the challenges that we will address through PLC's or data meetings will be analyzing the NWEA strands further to look more closely as concepts that we are deficit in. Example: 4th grade is struggling with the Language and Acquisition strand. So, we will need to look more closely at that strand and refine instruction and make intervention groups based on those needs to bring up that area.

We do not feel that our reading data is as much of a challenge as our math data. Goals and activities will still represent the area of reading but not necessarily have major adjustments in this area. Reading focus groups will continue for the 2016-2017 school year.

## 20a. Writing- Strengths

We have no state assessment to use for data purposes. However, when looking at our MAISA units and writing that is covered at each grade level, we have found the following strengths in our student's writing:

Kindergarten: informational writing is a strength

1st: Focus/topic and organization for narrative and informational pieces

2nd: Focus/setting and staying on topic with informational and narrative pieces

3rd: addition of details and stamina for writing as well as ability to stay on topic (informational)

4th: organization and conventions (narrative), focus/organization (opinion), topic/focus and organization (informational)

## 20b. Writing- Challenges

Some challenges teachers experienced in each writing area were:

Kindergarten:conventions (capitalization, punctuation, spelling)

## School Improvement Plan

Vowles School

---

1st: grammar/usage and conventions, punctuation, opinion writing

2nd: capitalization, organization, grammar/usage, opinion writing

3rd: organization, conventions

4th: sentence structure and word choice, elaborate on narrative

### 20c. Writing- Trends

Conventions seems to be a trend in most lower ele grades of areas of weakness.

Elaboration on topics and using higher vocabulary seem to be areas of weakness in all writing genres for the upper ele classrooms.

Improvement in scores seemed to more difficult for Opinion writing in all grades.

### 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.**

The challenge of opinion writing scores being lower in comparison to all writing genres will be addressed in the SIP plan in that all grades and classroom now will have pacing and expectations to teach opinion writing in all grades. The 2015-2016 school year will be only the 2nd year that our building will be using and following the MAISA units. We are hoping to see continued improvements in that genre of writing. Staff expressed adjusting pacing guides as well has having more user (kid) friendly rubrics.

### 21a. Math- Strengths

4 of 5 grades were above the norm for the spring 2016 benchmark.

Kindergarten: 6.3 pts. above the norm

1st grade: 3.8 pts above the norm

2nd grade: 13.9 pts above the norm

3rd grade: 3 pts above the norm

## School Improvement Plan

Vowles School

---

4th grade: 5 pts below the norm

NWEA strengths in math are:

Kindergarten: numbers and operations

1st: operations and algebraic thinking, numbers and operations

2nd: numbers and operations strand

3rd: geometry strand

4th: numbers and operations was the strongest strand

Our Math Program Evaluation (Title I Program/At Risk) showed success for all grades in the area of Math.

Kindergarten- 10/11 students met projection= 91%

1st-11/11 students met projection= 100%

2nd-7/9 students met projection= 78%

3rd- 10/11 students met projection= 91%

4th- 6/9 students met projection= 67%

### 21b. Math- Challenges

Some Challenges that we noticed about our math data is as follows:

Kindergarten: operations and algebraic thinking

1st: geometry

2nd: operations and algebraic thinking

3rd: numbers and operations, measurement and data

4th: measurement and data

### 21c. Math- Trends

A trend that we noticed with our NWEA math data in comparison to last year's spring NWEA data is that mean scores for all grades went up this year not only for all grades in our building but all scores also went up for all K-4 grades in the district. Students are still struggling with Math in Focus curriculum and not always scoring proficient on the unit assessments.

## School Improvement Plan

Vowles School

---

When looking at our gender subgroups, males are still outscoring females in NWEA. Grades K-2nd are within 10%age points. There is a clear difference between 3rd grade males outperforming females and as well as in 4th grade. In general, both 4th grade boys and girls were low performing in math for NWEA spring benchmark with only 30% of females meeting the RIT and only 43% of males meeting the norm.

### 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 continued math focus groups this year as part of at-risk time. We saw success in the data and those students that participated. We will continue to incorporate math groups into the school day next year with the help of Title I and At-Risk certified teachers. Three (3) of our grade levels did math focus groups as an addition 20-30 minutes of math instruction. The grades that implemented the additional math support time found that it was valuable and they had good end of the year math data. As we finished the school year with final data meetings, grades are working on developing times to fit in their math groups for 2016-2017 right off the get go of the school year.

PLC's will have a continue focus on math data and instruction. PLC professional development will be addressed in the new school improvement plan. Our hope is that the new PD will give teachers a closer look at running a successful PLC and looking at student data and instruction.

This year we completed the book study- "Math Sense" by Christine Moynihan. This book should help teachers create classroom environments where math instruction is more effective. It focused on the landscape, sound and feel of math in the classrooms. Self assessment surveys were completed upon finishing the book study and will be held onto for classroom use in 2016-2017. We will continue use of the book in 2016-2017 during staff development and sharing as well as completing "look for's" during informal and formal observations.

### 22a. Science- Strengths

Our students are excelling in grade level content expectations for science at all grade levels. Fall/pre and Spring/post tests are used to assess students. The growth tends to be between 10-50% improvement at all levels. Students do not make significant gains as many students start out at 80% proficient in the fall.

#### 4th Grade Science Data

-Our 4th grade students from last year met state proficiency in Science.

-After looking at our NWEA Science scores for 4th grade during 2015-2016, 81% of our students made their NWEA projected growth in Science from Fall 2015 to Spring 2016.

### 22b. Science- Challenges

Challenges for science still are teaching science in the daily schedule. Most science curriculum is woven into the Language Arts block for most teachers. Informational readers or magazines are used.

State assessment tends to cover skills or questions that are not part of 4th grade common core. It bumps down or above in grade levels and concepts tested.

### 22c. Science- Trends

A trend we observe with Science is that most data tends to be between 80% and 100% proficient by the spring benchmark. There is not usually a large amount of growth between our pre and post tests because the students usually fair well on the pre test taken in fall. The percentage of growth/improvement usually ranges from 10-50%.

### 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 have a district task force working on Science development and a group of district teachers working with the RESD on Science CCSS.

Our Professional Study Committee for our district will be deciding on our new curriculum.

Informational magazines will continue to be used as well as science readers at the grade levels. Reading across the curriculum will continue to be addressed in our SIP.

### 23a. Social Studies- Strengths

Our students are excelling in grade level content expectations for SS at all grade levels. Fall/pre and Spring/post tests are used to assess students. The growth tends to be between 10-50% improvement at all levels. Students do not make significant gains as many start out at 80% proficient in the fall.

Our Junior Achievement program that comes into most classrooms/grades teaches many SS concepts for that specific grade level. The kids love the curriculum and activities that are a part of that program.

### 23b. Social Studies- Challenges

## School Improvement Plan

Vowles School

---

Challenges for social studies still are teaching in the daily schedule. Most SS curriculum is woven into the Language Arts block for most teachers. Informational readers or magazines are used.

### 23c. Social Studies- Trends

A trend we observe with Social Studies is that most data tends to be between 80% and 100% proficient by the spring benchmark. There is not usually a large amount of growth between our pre and post tests because the students usually fair well on the pre test taken in fall. The percentage of growth/improvement usually ranges from 10-50%.

### 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.**

We have a district task force working on SS development.

Informational magazines and guided readers will still be used. Reading across content areas will continued to be addressed in our SIP.

## **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?**

Lower Elementary students think their teachers are nice and help them. Students think their teachers want them to learn and do their best as well as be kind to others. K-2 students also think their school has many books to read from.

Upper Elementary students think the adults in the building expect them to learn and do their best. Students also believe that adults want them to help each other even if they may not be friends with that person.

### **24b. Student Perception Data**

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

Lunchtime and lunch menu choices  
Recess and social problems they encounter on the playground  
feeling safe at school from strangers or dangerous situations  
getting help when needed  
not enough technology use  
adults not telling students often enough they are doing a good job

### **24c. Student Perception Data**

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

Our team is working on building improvements that will include painting the cafeteria and making it a fun place to be.

We have recently purchased new chromebooks for 1st grade, 2nd grade and 3/4 gr to share. We also have 20 new Ipad minis for classroom use as well as 10 Ipad minis now for our ELL tutor to utilize with her students she services.

Mini lessons have been taught during the 2015-2016 school year to help with playground and social problems that can arise. The lessons focus on strategies to use when in a particular social situation. Lessons will continue next school year. PBIS will continue to analyze behavior data. Social/Emotional lessons through our MI Model were taught this year and will continue to be used to help with this area.

A recent grant that was received will be used to help bring Social/Emotional lessons to our buildings for particular grade levels in the 2016-SY 2016-2017

2017 school year.

## 25a. Parent/Guardian Perception Data

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

Parents responded that they think highly of the staff at Vowles. They commented that the environment is welcoming and friendly. Parents are happy with the communication between the school and home. They love that they feel welcomed and are able to volunteer in their child's class or for school events. They love the diversity of enrollment in our building. They have also commented that pick up/drop off has improved.

## 25b. Parent/Guardian Perception Data

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

Parking - student pick up and drop off

Communication- some parents commented there is not enough communication between school and home and what their children are learning

Lunch and lunch choices

Supervision- not enough at recess time

## 25c. Parent/Guardian Perception Data

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

We have discussed as a staff as well as sought out help from our facility manager and YSU officer to make suggestions for our parking lot. Unfortunately, we have far too many students that get picked up than what was ever expected and the number of students our building holds. We will continue to communicate in the before school newsletter, Open houses, and subsequent monthly newsletters the parking lot layout and expectations for pickup/drop off of students. Staff continue to station themselves outside throughout our circle drive to help make pick up run smoothly and efficiently.

Communication that is currently being used consists of: student agendas, school and classroom newsletters, Remind 101, school and classroom websites, phone and email. We have actually discussed as a staff that maybe there is too much communication being done and parents have difficulty keeping up with all the "different" types of communication that is taking place. This will be revisited at a beginning of the year staff meeting and then shared with parents at our beginning of the year Open House. From our 2015-2016 Parent Perception surveys, we found the following responses from parents on the type of communication they prefer:

Email:44

Text:11

Newsletters: 5

Student Agendas: 9

## School Improvement Plan

Vowles School

---

Webpages: 1

### 26a. Teacher/Staff Perception Data

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

We have a clear mission statement focused on student success and clear policies, we have protected instructional time, evaluation timelines are followed and met, and that teachers have frequent communication with families of their students.

### 26b. Teacher/Staff Perception Data

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

Support staff participate or have enough learning opportunities  
Getting students tested or extra supports for Special Education  
Space issue in our building  
updated technology

### 26c. Teacher/Staff Perception Data

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

We can't change the number of days that are allowable for testing special education students or the way that students qualify. We can professionally develop teachers to understand better how to make referrals and how testing works. We will have a pd this fall with our school psychologist to cover testing with our teachers. We continue to work closely as a lower elementary district administration team to provide and schedule professional development that pertains to teacher success of new programs beings implemented or even updates on current programs. MPEA (teacher union) has been scheduling professional development sessions during the 2015-2016 school year to help new and/or seasoned teachers have professional development on current topics in legislation, teacher evaluations, renewing certificates, etc.

Professional development is schedule into the teacher calendar on non-student days, weaved into staff meetings as well as offered during the year as part of SIP.

I will try to do a support staff PD this fall with our special education aides and kindergarten paraprofessionals.

### 27a. Stakeholder/Community Perception Data

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

Vowles has a friendly and caring environment. Our school utilizes resources around us such as supports from CMU. Stakeholders think Vowles has good test scores, academics and great teachers.

**27b. Stakeholder/Community Perception Data**

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

Stakeholders comment about dissatisfaction of the parking environment at our building and how poor behaviors of children affect other students' learning.

**27c. Stakeholder/Community Perception Data**

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

Our building will work on communication of parking expectations. The district is also working on plans for expansion in our buildings which will in turn help with parent and stakeholder parking.

## Summary

### 28a. Summary

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

Student Data Summary (process, achievement/outcomes): Our 3rd and 4th grade are struggling in the area of math. Our NWEA RIT scores improved since 2014 for all grade levels but we are still below for 3rd and 4th. Our End of Year school average RIT for all grades levels is "At" benchmark for both math and reading. Reading still is an area of strength for us. Our Economically Disadvantaged students are actually exceeding better in Math than in Reading using our NWEA data for this year. When looking at our male vs female gender sub group, there was not really much to compare. Proficiency was almost equal for all grades male or female. Our state data is limited at this time to identify with as the results from 2014-15 came out late and now this years test is a bit different to make comparisons in data to. We continue to test reading and math using NWEA MAP 3x per year (fall, winter, spring), Dibels 3x per year (fall, winter, spring), MLPP, DRA2, and Math in Focus Assessments for each grade level.

Perception data summary: strengths continue to be our teachers and staff. Challenges continue to be space, parking, technology and the ability to always feel safe at school.

Economically Disadvantaged Subgroup using NWEA Projected growth:

Kindergarten (6 students)

Math- 1/6 = 17% met projected growth

Reading- 2/6 = 33% met projected growth

1st (7 students total)

Math: 7/7 students met projected growth= 100%

Reading:7/7 students met projected growth= 100%

2nd (8 students total)

Math: 7/8 students met projected growth= 88%

Reading: 3/8 students met projected growth= 38%

3rd (6 students total)

Math: 0/6 students met projected growth= 0%

Reading: 2/6 students met projected growth= 33%

4th (6 students total)

Math: 0/6 students met projected growth= 0%

Reading: 0/6 students met projected growth= 0%

# School Improvement Plan

Vowles School

---

ED Total Math Avg: 15/33 students = 45%

ED Total Reading Avg: 14/33 = 42%

Gender Subgroup of students using NWEA that are proficient:

Kindergarten

2014-2015: Female: 67% Math, 61% Reading

2015-2016: Female: 63% Math, 68% Reading

2014-2015: Male: 65% Math, 71% Reading

2015-2016: Male: 76% Math, 69% Reading

1st

2014-2015: Female: 65% Math, 62% Reading

2015-2016: Female: 61% Math, 65% Reading

2014-2015: Male: 65% Math, 65% Reading

2015-2016: Male: 70% Math, 67% Reading

2nd

2014-2015: Female: 56% Math, 59% Reading

2015-2016: Female: 75% Math, 83% Reading

2014-2015: Male: 76% Math, 63% Reading

2015-2016: Male: 85% Math, 67% Reading

3rd

2014-2015: Female: 29% Math, 45% Reading

2015-2016: Female: 46% Math, 72% Reading

2014-2015: Male: 38% Math, 55% Reading

2015-2016: Male: 85% Math, 72% Reading

4th

2014-2015: Female: 50% Math, 68% Reading

2015-2016: Female: 30% Math, 49% Reading

2014-2015: Male: 46% Math, 37% Reading

2015-2016: Male: 43% Math, 57% Reading

Perception data summary: Please list area(s) of concern derived from building perception data. \*

Staff: overcrowding of building and classrooms, more support for students with special needs or accommodations (whether it be services under special education or even need for school social worker), resources and professional development needed more regularly

Students: feeling safe at school, more technology needed, improvement to cafeteria and playground

Parents: parking (pick up/drop off) improvements, lunch choices for students

School Processes Data: Please list area(s) of concern derived from School Systems Review diagnostic in ASSIST. \*

\*Horizontal and Vertical alignment of curriculum and pacing (coherence of instruction and design)

\*Assessment...particularly student assessment and their involvement in the assessment process

## School Improvement Plan

Vowles School

---

\*Cultural responsiveness and communication

\*Collective responsibility of our professional learning culture

### 28b. Summary

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

We feel we still have some work to do in the area of math student achievement. Our goal this year was to work on math. We implemented new math groups for grades 1-4th and saw good success. Most students may not be on grade level still but met their projected growth according to NWEA standards. So, we will continue to refine our process of math instruction to best meet the needs of all students and subgroups of our students.

The challenges identified in our perception data will be addressed within School Improvement but not necessarily in our SI plan as a goal. One challenging area for us is to work on space in our building. Our district is currently looking at a new reconfiguration model that will alleviate space and build on to existing buildings. The culture and climate within our building for both staff and students should improve with a new reconfiguration.

### 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?**

We will be adding in our At-Risk/Title 1 Interventionists into our Math goal in our SIP. The extra support from them will be able to help student achievement in the area of math. One of the strategies we are working toward in math as well is math focus/intervention groups. An activity that will be implemented under our Math goal will be devising a data wall for staff, students and other stakeholders to view in our building. We want to show that data is important to us and is what drives our instruction.

Improving our PLC model within each grade level is a priority for us. It is important that our grade level teams work together, pace together and refine instruction to best meet the needs of all of our students. Our plan will document work toward formative assessment this next school year.

# **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	MStep, MIF, NWEA, DIBELS, DRA2	

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	<a href="http://mtpleasantschools.net/Page/88">http://mtpleasantschools.net/Page/88</a> <a href="http://mtpleasantschools.net/vowles">http://mtpleasantschools.net/vowles</a>	

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

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

Label	Assurance	Response	Comment	Attachment
5.	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		

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 for Human Resources, 720 N. Kinney Street, Mt. Pleasant. MI 48858 989.775.2303	

## School Improvement Plan

Vowles School

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	Vowles Parent Involvement Policy	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Compact attached Is included in student agendas at the beginning of the year	Vowles Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Common PLC time for Kindergarten-4th grades PBIS Matrix and Peer Aggression Rubrics SIP Meeting Minutes/Sign-ins Activity/Event Sign Ins Think Stretch Summer Workbook program- parent presentation	Bullying_Peer Aggression Rubric

# **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?

During the school year, our School Improvement team, which includes two parents, met monthly to plan and facilitate the process of completing a comprehensive data profile. The team surveyed staff, parents and students throughout this process. Online surveys were used for perception and data collection. Monthly meetings were held and information from the School Improvement team was shared with all staff during regular staff meetings. Analysis and feedback were gathered about student achievement for M-Step, NWEA, DIBELS, and math in focus unit tests. Information from the 40 indicators required for the 2015-2016 school year was gathered and areas of improvement reviewed. Demographic data was also gathered, reviewed and shared with staff.

### 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?

The SIP team and staff analyzed trends for MEAP, current M-STEP, DIBELS, NWEA, and Math in Focus unit assessments data as well as local data. Most data from 2010-2014 is based off of MEAP and DIBELS as that is what were common assessments for that time.

#### MEAP Reading:

2011-2012	71% of 3rd grade percent proficient	81% of 4th grade percent proficient
2012-2013	75% of 3rd grade percent proficient	69% of 4th grade percent proficient
2013-2014	69% of 3rd grade percent proficient	82% of 4th grade percent proficient
2014-2015	59% of 3rd grade percent proficient	59% of 4th grade percent proficient
2015-2016	State Assessment data not available yet	

For 3rd grade, a gap increase of 7% was identified in reading for 2013 for our scores compared to the state's scores on the MEAP. The increase is in correlation with scores from 2011 in Reading. For 4th grade, a 12% increase gap was identified for the 2013 MEAP in comparison with the state's scores. This gap increase is just 1% lower than in 2011 data.

#### MEAP Writing:

2011-2012	52 % of 4th grade percent proficient
2012-2013	53 % of 4th grade percent proficient
2013-2014	65% of 4th grade percent proficient
2014-2015	State Assessment Data included in ELA scores

We have identified a 14% increase for 2013 writing scores for MEAP in comparison with the state scores. This is a 7% increase from 2011 gap between Vowles scores and state scores.

#### MEAP Math:

2011-2012	38% of 3rd grade percent proficient	60% of 4th grade percent proficient
2012-2013	32% of 3rd grade percent proficient	44% of 4th grade percent proficient
2013-2014	31% of 3rd grade percent proficient	29% of 4th grade percent proficient

## School Improvement Plan

Vowles School

---

2014-2015 48% of 3rd grade percent proficient 50% of 4th grade percent proficient

2015-2016 State Assessment Data unavailable at this time

For our 3rd graders this year, there is a 10% gap identified between the 2013 MEAP scores and the state's scores. This gap has increased by 8% since 2011. In 4th grade, we have identified a 16% gap on MEAP scores for 2013 in comparison with the state scores. In 2011, there was a 20% gap in comparison with state scores, so the gap has closed slightly.

MEAP Science:

2011-2012 5th grade 18% percent proficient (+3% above state score)

2012-2013 5th grade 18% percent proficient (+5% above state score)

2013-2014 5th grade 13% percent proficient (-4% below state score)

2014-2015 4th grade 15% percent proficient (+3% above state score)

Based on our feeder school MEAP data scores, Vowles students have helped score above the state proficiency for 2011-2013 but did not meet the state's proficiency this past school year.

For awhile, the only source of data we had for Science was MEAP. We recognized that MEAP data alone is not substantial enough to inform instruction and ensure that students are making progress on State outcomes. In an effort to measure student growth on a yearly basis, we will develop a Science pre- and post-test for each grade level. These tests are based on the Michigan GLCEs, and are given 2x per year as pre and post tests. We realize we need to do more cross curricular teaching of Science during Language Arts to fit in the instruction of science with informational text.

June 2014 Local Science Assessments:

Kindergarten: 92% proficient (15% increase from fall 2013)

First Grade: 97% proficient (17% increase from fall 2013)

Second Grade: 95% proficient (34% increase from fall 2013)

Third Grade: 86% proficient (18% increase from fall 2013)

Fourth Grade: 61% proficient (16% increase from fall 2013)

Social Studies (MEAP):

2011-2012 6th grade 23% percent proficient (-5% below state score)

2012-2013 6th grade 22% percent proficient (-8% below state score)

2013-2014 6th grade 25% percent proficient (-2% below state score)

2014-2015 Our building does not take SS

2015-2016 Our building does not take SS

Based on our feeder school MEAP data scores, Vowles students have contributed to scoring below state proficiency on the MEAP for the past 3 years. However, our data for 213-2014 shows that we have closed that gap a bit.

For awhile, the only source of data we had for Social studies was MEAP. We recognized that MEAP data alone is not substantial enough to inform instruction and ensure that students are making progress on State outcomes. In an effort to measure student growth on a yearly basis, we will develop a Social Studies pre- and post-test for each grade level. These tests are based on the Michigan GLCEs, and are given 2x per year as pre and post tests.

June 2014 Local Social Studies Assessments:

Kindergarten: 96% proficient (13% increase from fall 2013)

## School Improvement Plan

Vowles School

---

First Grade: 94% proficient (17% increase from fall 2013)

Second Grade: 86% proficient (40% increase from fall 2013)

Third Grade: 86% proficient (35% increase from fall 2013)

Fourth Grade: 72% proficient (25% increase from fall 2013)

Our sub groups continues to be Economically Disadvantaged. We have a high population of free and reduced lunch. Our ESL and homeless population continue to increase from year to year. Our E.D. students continue to drop in math for both 3rd and 4th grade students. Writing is steadily increasing each year for the last 3 years for these students. Reading scores are fluctuating for both 3rd and 4th grade E.D. students. Math will need to be a priority for E.D. students in the next year.

Economically Disadvantaged students:

MEAP Reading:

2011-2012 61% of 3rd grade percent proficient 71% of 4th grade percent proficient

2012-2013 63% of 3rd grade percent proficient 46% of 4th grade percent proficient

2013-2014 47% of 3rd grade percent proficient 73% of 4th grade percent proficient

2014-2015 State Assessment Data not available for M-Step

MEAP Writing:

2011-2012 32% of 4th grade percent proficient

2012-2013 33% of 4th grade percent proficient

2013-2014 52% of 4th grade percent proficient

2014-2015 State Assessment Data not available for M-Step

MEAP Math:

2011-2012 19% of 3rd grade percent proficient 39 % of 4th grade percent proficient

2012-2013 27% of 3rd grade percent proficient 23 % of 4th grade percent proficient

2013-2014 24% of 3rd grade percent proficient 21 % of 4th grade percent proficient

2014-2015 State Assessment Data not available for M-Step

For our Economically disadvantaged students, the following gaps occur between these students and all students for fall 2013:

Reading: 22% gap for 3rd gr and 9% for 4th grade

Writing: 13% gap

Math: 7% gap for 3rd gr and 8% for 4th grade

The gap between E.D. students and all students has decreased since 2011& 2012:

Reading:

2011- 10% gap for 3rd, 10% gap for 4th

2012- 12% gap for 3rd and 23% gap for 4th

Writing:

2011- 20% gap

2012- 20% gap

Math:

2011-19% gap for 3rd, 21% gap for 4th

2012- 5% gap for 3rd and 21% gap for 4th

## School Improvement Plan

Vowles School

---

Students with Disabilities have made increases in most areas in the last 2 years according to MEAP/state assessment.

### Reading- Students with Disabilities

2011-2012	50% of 3rd grade percent proficient	27 % of 4th grade percent proficient
2012-2013	61% of 3rd grade percent proficient	64 % of 4th grade percent proficient
2013-2014	57% of 3rd grade percent proficient	75 % of 4th grade percent proficient
2014-2015	State Assessment Data not available for M-Step	

For 3rd graders, a 10-15% gap is identified for 2013 for Reading between Students with Disabilities and All students. In 4th grade, a 7% gap is identified for 2013 between Students with Disabilities and All Students.

### Writing-- Students with Disabilities

2011-2012	9% of 4th grade percent proficient	
2012-2013	45 % 4th grade percent proficient	
2013-2014	33 % of 4th grade percent proficient	
2014-2015	State Assessment Data not available for M-Step	

For writing in 2013, a 32% gap has been identified between Students with Disabilities and All students. This is a 24% gap decrease from 2012.

### Math-- Students with Disabilities

2011-2012	20 % of 3rd grade percent proficient	30 % of 4th grade percent proficient
2012-2013	12% of 3rd grade percent proficient	27 % of 4th grade percent proficient
2013-2014	50% of 3rd grade percent proficient	0 % of 4th grade percent proficient
2014-2015	State Assessment Data not available for M-Step	

For 3rd grade, more than a 20% gap has been identified between 2013 proficiency scores for Students with Disabilities and All students. In 4th grade, a 29% gap has been identified for 2013 MEAP data for Students with Disabilities and All students.

Kindergarten: For 2013-14, 54% of students are proficient in Dibels with 20% being well below benchmark.

1st: For 2013-14, 70% of students are proficient in oral reading fluency.

2nd: For 2013-14, 63% of students are at benchmark for oral reading fluency with 22% well below benchmark.

Kindergarten Dibels scores continue to show that Nonsense Word fluency is an area of weakness for these students. Oral Reading fluency continues to show as an area of weakness for our 1st and 2nd graders. However, in 1st grade, nonsense word fluency is a weaker area than oral reading. This is due to the fact that many students are already readers at this point and we feel that it is difficult for these students to revert back to decoding skills rather than just reading the words.

### NWEA Assessment Scores by Grade for 2013-2014

Kindergarten: 48% of students are performing at/above the norm for Math. 48% of students are performing at/above the norm for Reading.

1st: 56% of students are performing at/above norm for Math while 66% are performing at or above for Reading.

2nd: 55% of students are performing at/above norm for Math while 56% are performing at or above the norm for Reading.

3rd: 33% of students are performing at/above norm for Math while 63% are performing at or above the norm for Reading.

4th: 46% of students are performing at/above norm for Math while 63% are performing at or above the norm for Reading.

Our spring 2014 NWEA Math data shows that we are closing the gap between our Bottom 30% and Top 30% of students in grades 1st, 2nd, 3rd, and 4th. Our data reflects that we are closing the gap in Reading in grades 2nd and 3rd.

### NWEA Assessment scores for 2014-2015

---

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Vowles School

---

Kindergarten: 66% of students are performing at/above the norm for Math. 67% of students are performing at/above the norm for Reading.

1st: 65% of students are performing at/above norm for Math while 64% are performing at or above for Reading.

2nd: 66% of students are performing at/above norm for Math while 61% are performing at or above the norm for Reading.

3rd: 33% of students are performing at/above norm for Math while 50% are performing at or above the norm for Reading.

4th: 48% of students are performing at/above norm for Math while 52% are performing at or above the norm for Reading.

What has been examined:

Curriculum, instruction, assessment, leadership, operational and resource management, personnel qualifications, professional learning, parent/family involvement, community involvement, data management and information management.

What was discovered/concluded:

We are spending a great amount of time on data analysis and increasing student learning at the Tier I and Tier II. It is a priority to be collaborative and consistent within our building and across grade levels to be more effective in our teaching. Budget constraints do not allow for the collaboration or time we need to discuss student growth, curriculum and interventions. A more appropriate and comprehensive student data system is needed, as well as the training for that program. We are looking at the scheduling in our building as part of improving collaboration during the school day as well as looking at utilizing teacher professional goals to enhance collaboration time.

For 2015-2016 we completed the School Systems Review. Some areas for improvement were: staff/student self assessment, vertical and horizontal alignment of curriculum, purposeful planning and shared understanding of data analysis. Some areas of strengths include: communication with families and stakeholders, strong culture for learning, and safe environment.

2015-2016 Perception analyzing is done through perceptions surveys of Parents, Staff and students. The information analyzed was (but not limited to): school vision, learning environment, leadership, communication, school safety and family/community involvement.

Responses from this survey included: 80 parents, 36 staff members and 430 students.

Parents: communication, giving students more challenging work/lack of gifted and talented curriculum, parking lot pick up/drop off.

Staff: training for formal process about student learning, process to support new staff, insufficient materials

Students: treating students fairly, bullying and school lunches

Areas of strengths noted by the stake holders included:

Parents: caring staff/teachers, high expectations for students and learning, communication

Staff: improvement process based on data/goals, high academic standards set by leaders, safe environment, Communication (email especially preferred)

Students: teachers care about students, teachers want students to do their best, safety at school.

For 2015-2016, we had approximately 450 students. We have almost 49% of our students on Free and Reduced lunch. 49% of our students are Economically disadvantaged. Our population of students is based mostly on the ethnicity of white but we can report students of Native American heritage, Asian, African American, and Hispanic. Usually from year to year the trend is that we have 7-9% of students that speak English as second language (ESL) and receive services for that. Of the 450 students, 13 students were deemed homeless.

In 2012-2013 for Reading, African American students (over 50%) were in the the bottom 30% compared to that of other ethnicity. Of the

other sub groups, 43% of Asians scored in the top 30% of school data. Of those students, a little over 50% of each Economically Disadvantaged and Students with Disabilities scored in the bottom 30% of reading. In 2012-2013 for Math, over 66% of students of two or more races scored in the bottom 30% while over 60% of Asian scored in the top 30%. For our sub groups, 48% of ED students scored in the bottom 30% while 39% also scored in the bottom 30% for math.

SEE ADDITIONAL INFORMATION FOR 2015-2016 Data IN ATTACHMENTS

**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.**

Our school goals are aligned based on the proficiency needs for the following areas: reading/writing, math, science/social studies. Goals are based on the needs of all students, but also specifically targeting instruction and curriculum for the lowest 15% in reading and 10% for math. Daily focus groups/intervention time (30 minutes a day) will be used to target these specific students. The goals not only focus on curriculum learning for students but also involve parent activities and enrichment for core academic areas to be able to help students at home.

**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?**

All goals are written to address student needs at all levels. Disadvantaged students are also given extra intervention time in small group settings, if necessary, along with intervention time in reading and math. These Title I identified students are also invited to participate in extended day and extended year opportunities as they become available.

## **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, researched based concept that Vowles Elementary has implemented is differentiated instruction within the RTI (Response to Intervention) model. Our staff will continue to receive professional development and refine the PLC process/model (professional learning communities). The practice will continue to accelerate the bottom 30%. Our goal has been to place greater focus on the individual needs of all students no matter what level. Particular attention will be given to the achievement of students in the identified subgroups. Focusing on the bottom 30% will allow us to close the gap between the higher achieving students and those that struggle.

### **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 use of Thinking Maps as an expected Tier 1 strategy will continue to be a primary focus. This best practice model is highly effective and has been used by a majority of staff. As a schoolwide program, Thinking Maps in all subject areas will be an expectation to enhance student thinking and increase vocabulary. Staff also continues to use Math in Focus curriculum and Daily 5/CAFE strategies to differentiate the needs of all learners. Interventions include Road to the Code, Road to Reading, Orton-Gillingham multi-sensory approach, Read Live and REWARDS.

The use of technology to further differentiate instruction as well as data analysis will be another focus of reform strategies. Technology will enrich and accelerate curriculum for all students.

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

Continuing education for staff in the PLC model, technology and Thinking Maps align with our comprehensive needs assessments. The research-based initiatives above will not only enhance instruction for our sub groups and lowest 15%, but for all students in our Vowles community. Teachers will continue to be trained in these areas and utilize the research and strategies to refine their teaching and use of data analysis to improve instruction. The reform strategies will focus on our Tier II students. The use of technology to further differentiate instruction, as well as analyze data will be another central focus of the reform model. The focus of technology will be to enrich and accelerate the curriculum for all students. These programs will help all students with a focus on the bottom 15% as well as economically disadvantaged students and special education students. PBIS committee will continue to integrate best practices for the students and staff at Vowles.

### **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 additional 30 minutes for focus groups, intended to provide timely and additional support to the bottom 15% of students is a time to

support students in all major subgroups. Students are identified at 3 different data meetings throughout the year (fall, winter and spring) and referred for Title I services. These students then receive a daily reading intervention for 30 minutes based on their needs from the Title I staff. Other identified students also receive math interventions in grades K-4, based on decisions made at the data meetings. These students many not always receive an intervention 5 days a week, but that is the goal. Students are able to move in and out of these groups, with decisions based on data throughout the school year. PLC time facilitates these transitions. Each reading and math intervention time provides a research-based intervention to the identified students.

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

Consistent Collaboration time is set aside for grade levels to analyze student data and achievement. Common benchmark assessments in NWEA and DIBELS are given at least 3 times per year to account for student achievement. With this data, staff continue to analyze achievement and differentiate student curriculum for all students by moving students into different focus groups (math and reading) where data proves necessary. Progress monitoring of students occurs often and some movement (one student leaving the intervention or another one being added to the group) is made or adjustment to instruction (different materials, more time, etc.) is made after this data is evaluated. These discussions occur during PLC times or through other frequent communication between Title I staff and classroom teachers.

**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	Paraprofessionals: All paraprofessionals at Vowles Elementary fall under the Highly Qualified category either through obtaining 2 years (60 semester hours) or by passing the Work Keys Assessment.	Demographic Comparisons

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	Teachers: All teachers at Vowles Elementary School fall under the Highly Qualified Status. They all are certified and highly qualified in their designated area of teaching.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Most teachers at Vowles Elementary choose to stay because of our strong sense of community and supportive teaching and learning environment. Vowles has had a low turnover rate over the last few years. Turnover have occurred largely due to retirements, staffing process or movement of programs from one building within the district to another.

This year we had 0 teachers retire. We hired 3 new teachers due to retirement from last year and the movement of one staff member to another state. The new teachers are in first grade (2) and second grade (1). We are in year 2 of our developmental kindergarten program. The DK teacher is in her first year of teaching.

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

Vowles Elementary has a wealth of education and teaching experience including Masters Degrees. Of 30 teachers,

2 have less than 1 year of teaching experience

5 teachers have 1-3 years of teaching experience

6 teachers have 4-10 years of teaching experience

5 teachers have 11-20 years of teaching experience

12 have more than 20 years of teaching experience

15 hold a Bachelor's Degree

3 hold a Master's Degree

3 hold a Master's Degree +15 credits beyond

3 hold a Master's Degree +30 credits beyond

8 hold a Master's Degree +45 credits beyond

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

School Level:

Vowles is in close proximity to Central Michigan University and utilizes university students and student programs to enhance our instruction at Vowles.

---

PTO and teacher-led events that support student achievement and climate of our building.

Updated technology and current research based interventions and initiatives.

MPPS hires only the best candidates for our teaching positions and administrator roles, which fosters a welcoming and positive community where people want to stay and contribute to the school family.

Pay scale and incentives/perks of teaching in MPPS is attractive to those in the field.

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

District Level:

Competitive Salary schedule in comparison to local districts

High quality professional development

Extra resources available through Central Michigan University and Saginaw Chippewa Tribal program

Native American Tribal monies and grants

Contractual/union efforts that keep class sizes small and extra compensation for overloads, gives a large number of personal days and ample sick time, allowing for carryover from year to year.

**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?**

N/A

---

## 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.

Staff has continued to be trained in professional learning communities to better enhance instruction, differentiation and needs-based grouping of students. A book study was centered on taking math instruction to the next level. We also continued to work on enhancing PLC's in order to best meet the needs of our staff and students. The hope is that using the PLC process and the knowledge from our past book studies, math instruction and scores will increase, especially with the addition of some math intervention groups and differentiated instruction from this school year. We plan to continue this next year and hone our skills and groups. Bullying education and training was provided to the staff and students this school year. Collaborative work training and engaging students training was also provided for the staff this year. Thinking Maps training, technology (Google classrooms), TRIG and many other opportunities for professional development were offered during the year and will be offered this summer.

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

6 professional development days will be built into our school year calendar as well as time built in with monies supported by our building budget. In addition, teachers are granted days and funding to attend additional professional development workshops throughout the year. Teachers are given professional development days to pursue opportunities of their choice. Grants are often written and granted for materials and learning opportunities. PBiS, Google classrooms, technology instruction, Thinking Maps and PLC will continue.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan in Assist Evaluation Data for 2015-2016

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

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

We currently have two parents on the School Improvement Committee that contribute to the writing, review, and evaluation of the school improvement plan. These meetings take place monthly throughout the school year.

The staff at Vowles give the framework for the school parental involvement policy to the parents and ask for feedback and ideas to improve the plan. This is done in the fall at an annual parent meeting.

A spring Title I meeting is also held each spring to seek input from our Vowles families specific to the Title I program and its services. A survey is given to each family, including those unable to attend the meeting. Results are documented and evaluated.

For the upcoming school year, parent involvement is being noted and sought out in a section of our student agendas as well as being an option as a parent involvement activity to choose from on a PTO (Parent-Teacher Organization) survey that was handed out in the spring of 2016.

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

We currently have 2 parents that are part of our School Improvement Committee. We are asking for more representation by communicating the need in our next school year student agendas for the 2016-2017.

In each student handbook/agenda, a copy of our Home/School Compact is provided for parents. That compact is explained in detail at a curriculum meeting held each fall and parents sign the compact each year to show commitment to our schoolwide plan. Examples of parents' role in implementation include but are not limited to: reviewing student work daily/weekly and make comments in the student agenda to send back to their teacher regarding their progress; creating situations for communication by teacher, communication through websites, email, agendas, newsletters and phone calls. This communication is to notify parents of student achievement, daily happenings data, and important classroom and schoolwide events.

Parent perception surveys are given each fall for evaluation of different Schoolwide Program components. Those components are collected and analyzed.

Surveys are given to parents at the beginning and end of year Title I parent picnics/events, as well as being available during parent-teacher conferences in both the fall and spring.

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

Parent perception surveys are given each fall for evaluation of different Schoolwide Program components. Those components are collected and analyzed.

## School Improvement Plan

Vowles School

---

Surveys are given to parents at the beginning and end of year at Title I parent picnics/events. Each family receives this information, regardless of attendance at events.

Parent are provided opportunities to offer suggestions regularly as needed to meet their educational needs for their child. These opportunities include: PTO monthly meetings, parent-teacher conferences, family curriculum nights, and other communication with teachers via email, websites, phone calls, in person, agendas, etc.

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

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

1118(e) Building Capacity for Involvement: All parents receive a description and explanation of the curriculum in use at Vowles titled "A Guide to Your Child's Learning at the beginning of the school year. This guide includes all English/Language Arts, Math, Science, and Social studies common core standards and grade level benchmarks. At times it is discussed at our fall curriculum event or fall conferences. Examples of at-home activities that help enhance student potential is discussed at fall curriculum night. At conferences, teachers provide parents with district assessment information, student progress and intervention details.

1118(e)2 Vowles provides materials and training to help parents work with their child to improve achievement. This includes but is not limited to:

Fall Curriculum Night/Open House

Kindergarten Kick-Offs/Informational Nights

Family Kindergarten Readiness Resource Bags for incoming Kindergarteners

Summer Reading/Math program

Weekly school/classroom newsletters/District Publications/cable television program, building/school/District websites

Bi-Weekly School/Home Connection Newsletters provided by Title I

Opportunities to volunteer and participate in the classroom

Vowles Elementary coordinates and integrates parental involvement programs and activities with other local programs such as local preschools. Vowles provides a summer learning program which helps all students in need of educational opportunities to continue their growth in math and reading. This is our first year providing this opportunity. Think Stretch is our take home workbook program that we sent home with all students in the building. Weekly summer check-ins will be offered at Vowles with certified teachers available to meet with students and their families.

1118(f): Vowles Elementary will ensure that parent involvement activities are accessible to all parents, including those of disabilities, limited English proficiency or migratory status. This will be done with flexible meeting times, handicap accessible facilities, home visits, childcare, language friendly newsletters/websites and interpreters as needed.

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

Parent Perception surveys will be given annually to parents who will then have an opportunity to evaluate the different Schoolwide Program components. Those surveys will be analyzed, shared and revisions will be made by the School Improvement committee and staff.

Throughout the school year, parent input will be received at the monthly PTO meetings or when suggestions are made to staff or the principal. Timely responses will be made available to parents and noted for the school improvement team.

Surveys are given to families of extended day programs and adjustments/improvements are made as needed.

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

In the spring of 2017, Vowles School Improvement team members and staff will review the survey results and identify the strengths and weaknesses. All stakeholders will have an opportunity to provide feedback and ideas to revise and edit the schoolwide plan. Appropriate changes will be made to improve the Schoolwide program for the following school year.

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

Vowles Elementary has a jointly developed compact that outlines how staff, parents and students will share the responsibility of improving student achievement and will build a partnership that achieves the State's standards. Revisions are made based on suggestions made at the Fall and Spring conferences or parent perception surveys and revised for the following school year. The compact is available at the start of the school year. A copy is provided in each student agenda. Teachers discuss with parents how the compact relates to the success of each individual child. All impacted parties receive the opportunity to give input for this compact. During the 2016-2017 school year parents and staff will have an opportunity to revisit, revise and edit our parent school compact.

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

The compact is used at our Back to School Curriculum/Open House night. It is discussed with parents. Parents will have a copy available to them in their child's student handbook/agenda. It is signed by all stakeholders at the beginning of the school year. Teachers use and refer to the compact when necessary. This compact is reviewed with parents at each conference.

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

N/A

# School Improvement Plan

Vowles School

---

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

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

All parents will receive a description and explanation of the curriculum and assessments in use at Vowles Elementary. This includes all English language arts, math, science and social studies common core standards and grade level benchmarks. These are also available on the district website. These are written in parent-friendly terms.

The school has parent teacher conferences two times a year for the teachers to share student progress through the report cards, NWEA, DIBELS data and M-Step. Report cards are sent home 3 times a year. The report card is user friendly. Teachers also communicate through websites, emails, agendas, Remind 101 (a text/communication app) and newsletters to notify parents of student achievement data. When M-Step data is available, teachers will share with parents and address any questions and concerns. Vowles Elementary will provide assistance to parents in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, how to monitor a child's progress, and work with educators to improve the achievement of their children. This information will be available at the annual meeting, parent/teacher conferences and at parent nights.

- Open House will be held within or before the first two weeks of school.
- Family Math Activity will be held during the school year.
- Family Reading Activity (BookNic) will be held during the school year.
- Family Writing Activity will be provided.
- PTO meetings are held every month.
- School website can be translated into the home language of the family.

## **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 Mt. Pleasant School District currently offers several different strategies to make transitions for preschoolers going into kindergarten a little more comfortable. Multiples opportunities for Kindergarten Round-up/Kick-Off are offered in both May and August to provide information and to register children for the upcoming school year. Communication to the families is sent out through school flyers, advertisements in the local newspaper, is on the Mt. Pleasant Public Schools cable station, on the district website, and is mailed to preschool students. Also some of the area preschools schedule appointments to connect with the transportation department from Mt. Pleasant Public Schools to learn about bus rules and bus safety, take a ride on the bus, and feel more comfortable when the time comes for them to ride on the bus.

Vowles Elementary School holds Kindergarten Visitation Day in the spring to also aid in the preschool to Kindergarten transition. Children from several area preschools are invited to come and spend some time observing and interacting with experienced kindergartners and their teachers. There is also an evening Kindergarten Parent Meeting that is planned in the spring for parents and their upcoming Kindergartener to come to the school for a classroom visit and tour of the building. Kindergarten teachers and the principal welcome families and provide important readiness information.

In the fall, Vowles holds a welcome picnic for all students and families to meet their teacher, tour the building, and get into the mode for coming back to school. Fall Curriculum Night for parents is also scheduled for grades K-4 several weeks after school begins to discuss curriculum, school and classroom procedures, and teacher expectations. In addition to preschool transition strategies, Vowles also has strategies in place for preparing fourth graders for transition into the fifth/sixth grade building at Fancher. Spring visitations are set up with assigned student guides that provide tours of the building and discuss procedures and expectations. Fourth graders have the opportunity to experience some of the daily routines of life at Fancher such as recess and classroom visits.

### **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?**

During registration a bag with school supplies and materials are given to each family to help their kindergartener with readiness skills. All components of the bag are explained by a staff member. Included in the resource bag is a picture book provided by the teachers' union, Zoophonics and alphabet handwriting sheets, scissors, lined paper, crayons, and a pamphlet of kindergarten information and readiness skills, as well as a VOWLES tee shirt for the child. The Gratiot Isabella RESD Transition Coordinator works with students and families that are enrolled in the Early Childhood Developmentally Delayed Classroom to make sure student needs are being met and teachers get the support that they may need to be successful with each of the children they will be working with. The Gratiot Isabella RESD Transition Coordinator meets with parents, students, and teachers regarding these students with special needs to make their transitions to school more successful.

## **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?**

The Vowles Elementary staff use information obtained through several methods to gather recommendations for screening, progress monitoring, and assessments. Vowles staff members participate in district-wide grade level meetings where classroom teachers identify areas of need for students, regular instruction, assessment, and progress monitoring. Vowles staff also use information provided by the Professional Study Committee, Subject Area Committees, and Building Subject Area Committees to further identify areas of need and appropriate plans of action. These committees are made up of teachers and administrators, and are represented by all grade levels, when possible.

The above mentioned committees review data/information from various sources (EX. M-Step, NWEA, district assessments, DIBELS), along with current instructional practices, district and state curriculum, and anticipated state and federal curriculum changes to make recommendations about teaching methods, intervention methods, and assessments. Staff members then have the opportunity to review committee recommendations, offer input, and participate in decision-making through grade level meetings and staff meetings.

Vowles staff members also have the opportunity to participate in the implementation of math problem solving assessments and writing assessments through participation in committee work at the district and building level.

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

Vowles Elementary staff are given the opportunity to serve on several committees that analyze data for the purpose of improving instruction. The school improvement committee analyzes data from a variety of sources and subjects, along with socio-economic information in order to determine academic areas of need and which groups of students may be targeted in a specific area. Vowles staff is also given the opportunity to review M-Step data each year to determine individual weaknesses for each student, along with areas of need within a population of students. This analysis may be done during staff meetings and individually.

Vowles Elementary also uses NWEA testing and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing three times per year to determine oral reading fluency rates, math and reading skills for individual students, grades K-4. Students are tested in fall (September), winter (January), and spring (May). Each assessment is followed up with a data meeting, where teachers meet in grade levels, along with a team leader and other specially qualified staff (Speech, Title I, Special Education) to review the data collected. This process identifies several sub-groups of students. Students are grouped according to academic needs. The process also identifies the students performing in the bottom 15 percent of a grade level for reading. Those students are then targeted for additional service and interventions. Services and interventions may vary based on need, but are selected from a list of scientifically based intervention programs.

## 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

Screenings: 2nd-3rd Week of School

-Reading: K-4 DIBELS, NWEA

-Math: NWEA, Math In Focus tests (MIF)

-Writing Assessment (Pre/Post for the following: Personal narrative, opinion and informational)

Data Meetings: 4th-5th Week of School (following initial NWEA screening)

-Participants- Grade level Team, building principal, school psychologist (if available), Title I teachers

-Review data

-Identify students in lowest 15% and in need of fluency intervention (Compare this list with the list of the lowest 15% that were identified at the previous Springs' data meeting.)

-Decide on Tier 2 and Tier 3 intervention groups, what the intervention will be, who will deliver the interventions, and who will progress monitor.

-Ongoing throughout school year PLC groups meet twice a month or more.

October, November, December

-Progress Monitoring

-Differentiation/Intervention Strategy Groups

-Grade-Level Math Tests

-Grade-Level Collaboration Meetings to discuss Tier 1 instruction

-1st Report Card/assessments

-Report student progress through Parent-Teacher conferences

-Adjustments made (as needed) based on teacher recommendation (based on student data), and Data Review meeting between the Principal.

January Screenings: Mid-January

-Reading: K-4 DIBELS, Classroom assessments/data, NWEA

-Math: NWEA, MIF testing

-Writing Assessment

-Data Meetings: Middle of the school year (following NWEA screening in early January)

-Participants- Grade Level Team, building principal, school psychologist (if available), Title I teachers

-Review grade level and individual student data (from DIBELS, NWEA and Classroom assessments)

-Identify which students are not progressing at the expected rate

## School Improvement Plan

Vowles School

---

-Decide on the next steps for each child that is receiving an intervention. (Some students will continue in current interventions, others will change interventions, and some students will either be added to (or removed) from groups based on assessment and classroom data.)

February-April

-Progress Monitoring continues (classroom teachers, Title I staff and resource/special education teachers)

-Differentiation/Intervention Strategy Groups

-Grade-Level Math Tests

-Grade-Level Collaboration Meetings to discuss Tier 1 instruction

-2nd Report Card/assessments

-Report student progress through Parent-Teacher conferences

-Adjustments made (as needed) based on teacher recommendation (based on student data), and Data Review meeting between the Principal.

May

Screenings: Mid-May

-Reading: K-4 DIBELS, NWEA

-Math: Math Facts Timed Post-test, Grade-Level Math Tests, NWEA

-Writing Assessment

Data Meetings: End of May (following initial NWEA screening)

-Participants- Grade Level Team, building principal, school psychologist, Title I teachers

-Review data

-Identify students in lowest 15% who will be in need of an intervention when school starts up again in the Fall (We don't always do this, but did identify several students to have on the ASD list for the fall and for teachers to keep an eye out for academically in the fall)

-Decide on Tier 2 and Tier 3 intervention groups for the Fall

June

-Progress Monitoring

-Differentiation/Intervention Strategy Groups

-MIF tests

-Grade-Level Collaboration Meetings to discuss Tier 1 instruction

-3rd Report Card/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 and intervention specialists use differentiated instruction through small groups and individualized instruction based on weekly/monthly/quarterly progress monitoring tools that identify students not meeting the grade level content expectations. The Intervention Specialists are certified teachers, funded by Title I who work with the classroom teachers to provide small group support. The Intervention Specialists assist the teachers in the classroom, monitors student progress, and pull out individual and small groups of students for Tier II interventions and differentiated instruction during focus group times, 30 minutes a day, 5 days a week. If students at Vowles Elementary are struggling, teachers offer differentiated instruction in the classroom. If that is not meeting their needs, we use an RTI (Response to Intervention) model.

Step 1 is changes in the classroom and meeting with parents.

Step 2 is to meet with colleagues to discuss additional support. This includes tutoring, extended day learning, and/or small group or individualized instruction from the Intervention Specialists.

Step 3 is a student referral process if the student is not meeting the goal. The RTI team (classroom teacher, Intervention Specialists, special education staff and parent) meet for further evaluation and support. The RTI team's responsibility is to provide instructional support for students who need timely and additional assistance with the classroom curriculum.

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

Teachers differentiate instruction daily through small and whole group interventions. Focus groups meet each day for 30 minutes, where individualized instruction occurs for reading and math. PBIS behavior support system is utilized throughout the building by all staff. Staff are utilizing professional goals to work on differentiating reading and math instruction and skills.

## **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 & GRANTS:

- Title I
- Title IIA

STATE RESOURCES, PROGRAMS & GRANTS:

- 31A
- Great Starts Readiness Program

LOCAL RESOURCES, PROGRAMS & GRANTS:

- District General Fund
- Mount Pleasant City Police
- Art Reach
- Junior Achievement
- Saginaw Chippewa 2% Grants
- PTO (Parent Teacher Organization)
- Central Michigan University Volunteer Center
- Central Michigan Teacher Education Program
- Aramark Food Services
- CMH (Community Mental Health)
- America Reads
- America Counts
- Lunch Buddies-CMU
- HS Cross Age Tutoring
- Mount Pleasant Community Education Foundation

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

The school utilizes all resources mentioned in the above for Tier I and Tier II support during the classroom setting and extended day programs. Resources are used for push in or pull out support to develop student skills and enhance curriculum in all core academic areas. Needs are addressed through data analysis and perception surveys.

**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.**

## School Improvement Plan

Vowles School

---

K-4 free and reduced lunch and nutrition club. Our district food program coordinates with federal agencies to create breakfast and lunch that meets nutritional guidelines for students who qualify. Snacks for Title I extended Day programs and the after school PEAK program are also provided by our food service program.

Homeless students are automatically eligible for Title I services through the McKinney-Vento Act.

K-4 Mount Pleasant City Police assign a YSU officer to our building to help coordinate safety and anti-bullying programs in the classroom. Officers also coordinate with our schoolwide emergency plans and lockdown plans.

## Evaluation:

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

Each year the Vowles staff and school improvement team evaluates our school improvement plan. We use state data to determine whether or not Vowles has made AYP for expected proficiency. The annual review of the school-wide program goes beyond this measure to examine all aspects and goals of the school-wide plan by examining district data (DIBELS and NWEA), as well as data specific to our school (DRA, MLPP, and writing samples). Scores are examined for data trends, as well as by gender and socio-economic differences and +10 sub groups. Any statistically significant differences are addressed by planning for a specific educational focus the next year to decrease the gap.

Three times a year NWEA data is closely examined by classroom teachers (including LD and EI), Title I teachers, and the principal. Progress of children is charted and interventions used are closely scrutinized for effectiveness with each child. Changes in grouping or the intervention are made if "realistic" or "ambitious" progress is not being made. Using interventions with fidelity is crucial. The lowest 15% of students are progress monitored often by the Title I staff. Data is plotted and progress is noted. Lack of "realistic" or "ambitious" progress by a student necessitates a change in the intervention that they are receiving. Staff uses classroom data and NWEA given in September and May as a way to evaluate the success of the instruction of Tier II students.

The School Improvement team is involved in the evaluation of the data, making decisions and possible changes based on the data. School improvement teams meet once per month, minimally to discuss progress and discuss school curriculum and professional development. The decisions have been largely based on the MEAP data in the past. For the 2015-2016 the SI team evaluated local data as well as M-Step data and will continue to do so in 2016-2017 using M-Step data. MEAP data in the past has shown a gap between economically disadvantaged students and noneconomically disadvantaged. There is also a gap between students with disabilities and students without disabilities. The local data that will be used for the 2016-2017 school year includes the use of DIBELS and NWEA. These measures will be taken at several points during the school year, minimally, fall, winter and spring.

### 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.

Students scoring in the bottom 15th percentile on district assessments or grade wide school assessments will receive a targeted intervention. These students will be closely monitored. Progress is plotted on a chart every two weeks. Instruction of students who are not making "realistic" or "ambitious" progress is closely monitored for fidelity of delivery and appropriateness of the intervention offered. Data spreadsheets and progress monitoring result graphs will be kept for teachers.

Success can be measured by the upward movement of students on the continuum from "at risk" to "benchmark". Data collected for students who are furthest from achieving the standards (bottom 15%) in the beginning of the school year is compared to data collected at the end of the school year. The data is used to determine if the measurable, timely, and reasonable goals for growth have been reached and whether or not the progress made was steady throughout the course of the school year. The SI Team uses researched based tools to determine the pace of growth that is realistic and ambitious for these students. The SI Team has identified activities that increase student achievement such as greater parent involvement, opportunities for extended day programs, and more high-quality professional development. The SI team then evaluates whether increased participation in these programs impacts 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 SI team would revise the plan by reviewing the strategies and action steps that were originally planned. Then use the findings to identify parts of the plan that have been implemented effectively or not. Once the strategies or action steps have been deemed ineffective or not implemented, the SI team will obtain input from all stakeholders to implement areas of improvement or changes. Additional training may need to be provided or implemented.

Modifications for the next year's plan will be made and appropriate timelines implemented for the new plan. All stakeholders will be notified of the new changes.

### **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 school improvement team revises the plan when assessment data shows that students are not making adequate progress as determined by progress monitoring, which occurs often. Additional services are added or adjustments to instruction are made when students in the bottom 15th percentile are failing to make adequate progress. When any students are not making adequate progress, determinations will be made based on teacher delivery versus student ability. High quality teaching and the use of practices will be looked at for classroom instruction and fidelity of interventions. Adjustments are made to student service based on student needs.

The School Improvement Team meets to review data (NWEA) and identify areas of strength and weakness. After weaknesses are identified, teachers and administration create a plan of action to address those areas the following school year.

If re-education of the staff is necessary workshops, speakers, book studies or teacher to teacher mentoring can be implemented. Other issues outside the school setting may be affecting the student's learning. By meeting and partnering with parents the situation hindering learning may be resolved through sharing information with the parent how they can help their child, school psychologists/social workers or the Title I parent involvement coordinator. Classes/meetings/reading materials may be offered to help parents deal with issues such as successful parenting and homework. Some of this communication will occur at parent -teacher conferences in the fall and spring. PLCs meet often to review progress of all students receiving Tier II interventions. Any students not making adequate progress toward their realistic goals will be identified. The principal, intervention specialist and teacher will meet to determine if any change is necessary, such as a change in intervention, change in group size, addition time, etc.

# **Vowles Goals and Activites 2016-2017 (Revised June 27, 2016)**

## **Overview**

### **Plan Name**

Vowles Goals and Activites 2016-2017 (Revised June 27, 2016)

### **Plan Description**

Objectives range from 2016-2022

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Vowles will become proficient in Math.	Objectives: 2 Strategies: 2 Activities: 16	Academic	\$199074
2	All students at Vowles Elementary will become proficient readers and writers.	Objectives: 2 Strategies: 4 Activities: 16	Academic	\$176068
3	Students will become proficient in the areas of Science and Social Studies	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$4600

## Goal 1: All students at Vowles will become proficient in Math.

### Measurable Objective 1:

A 5% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency level in Mathematics by 06/10/2018 as measured by the state assessment.

### (shared) Strategy 1:

Differentiated Instruction in Math - 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 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:

Activity - 60 minutes --5 days a week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will teach math for 60 minutes per day, 5 days a week.	Direct Instruction			09/01/2016	06/01/2017	\$0	General Fund	Certified Teachers

Activity - MACUL 2016	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training at the MACUL conference: Technology integrations, technology to meet special needs. Technology for core curriculum areas. Use of iPads	Technology , Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$1500	Title II Part A	2 Certified Staff

Activity - Math Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Vowles School

20-30 minutes each day for math interventions delivered to all students K-4 by Title 1 Interventionists or At-Risk Certified	Academic Support Program	Tier 2	Implement	08/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, Title I/At Risk staff, support staff
<b>Activity - Math Family Night</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Family engagement activity once a year. Parents will be invited to have a night activity with their student. They will learn math concepts/skills to support their child's learning. Food may be provided.	Parent Involvement	Tier 1	Implement	08/31/2015	06/01/2016	\$0	No Funding Required	Classroom teachers, support staff, Title staff
<b>Activity - Techie Tuesday- Technology PD</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will have the opportunity to be trained by other teachers on how to utilize technology to focus on differentiated instruction, looking at data more effectively and enhancing classroom instruction. Ideas and PD come from MACUL Conference and summer technology PD offered by the district.	Technology	Tier 1	Implement	08/01/2016	06/01/2017	\$0	No Funding Required	Certified Staff and Title I staff
<b>Activity - Math Extended Day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math Extended Day opportunities will be available to students if carry over funds are available. Students will be identified during data meetings or grade level PLC and with the help of Title I certified staff. Transportation and snacks will be provided to students and families.	Academic Support Program, Technology	Tier 2	Implement	10/01/2016	06/01/2017	\$4300	Section 31a, Title I Part A	Title I interventionist, Certified Staff
<b>Activity - Title I Interventionist (16-17)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I Interventionist will offer support to the lowest 15% of students needing extra support in math for grades K-4th. Researched-based interventions will used as support to guide instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	\$180837	Title I Part A, Section 31a	Title I Interventionist/ At- Risk
<b>Activity - Grade Level Data Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Vowles School

Title I Interventionists will train classroom teachers at all grade levels to develop strong Tier 1 intervention strategies to support academic needs and to properly identify Tier II students for supplemental services after Tier 1 interventions have been tried. Teachers will learn strategies to help students evaluate themselves, goal set and use/analyze their own data.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$1800	Title II Part A	Title I Interventionists, Administrator
<b>Activity - Think Stretch Summer Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Think Stretch is a summer workbook program. We are in our first year of sending home the workbooks with our students and holding check-ins once a week all summer to meet with students and families. Think Stretch is a skills review of the school year that each student just completed. An assembly in recognition of student participation and achievement will be held in the fall of 2016. Students will be awarded medals for completion.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	Tier 2	Getting Ready	05/23/2016	09/16/2016	\$7622	Other, Title I Part A	2 certified teachers
<b>Activity - Essential Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Essential learning Math In Focus chapters. Teachers will meet in PLCs at each grade level throughout the year.. Teams will meet 2-4 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in math. Teams will agree on common pacing for each of these units.	Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	No Funding Required	Certified staff
<b>Activity - Flexible Tier II math interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Vowles School

Grade level teams will examine and discuss a variety of data in order to determine the most effective way to group students during Tier II math interventions. This data will include math in focus chapter tests, learning continuum data provided by NWEA and additional classroom/grade level assessments.	Class Size Reduction, Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Technology, Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$0	No Funding Required	Certified staff
---	--	--------	---------------	------------	------------	-----	---------------------	-----------------

Activity - Engaging the Nintendo Generation (2016)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for all certified staff to help support teachers in classroom engagement through professional learning and video clips. Practical examples and vocabulary will be used.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$215	Title II Part A	Administrator and Certified Teacher Leader

Activity - Math Skill Instructional Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select 2-3 essential math skills/standards within their PLC and develop instructional videos for students and parents to use. Videos will be recorded and shared with families to enhance and support learning at home.	Technology, Parent Involvement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff, Administrator, Title I Interventionist

### Measurable Objective 2:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Gifted and Talented, Hispanic or Latino, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math concepts in Mathematics by 06/01/2022 as measured by NWEA (at or above RIT) or state assessment.

### (shared) Strategy 1:

Differentiated Instruction in Math - 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.,

## School Improvement Plan

Vowles School

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:

Activity - 60 minutes --5 days a week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will teach math for 60 minutes per day, 5 days a week.	Direct Instruction			09/01/2016	06/01/2017	\$0	General Fund	Certified Teachers
Activity - MACUL 2016	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training at the MACUL conference: Technology integrations, technology to meet special needs. Technology for core curriculum areas. Use of iPads	Technology, Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$1500	Title II Part A	2 Certified Staff
Activity - Math Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
20-30 minutes each day for math interventions delivered to all students K-4 by Title 1 Interventionists or At-Risk Certified	Academic Support Program	Tier 2	Implement	08/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, Title I/At Risk staff, support staff
Activity - Math Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family engagement activity once a year. Parents will be invited to have a night activity with their student. They will learn math concepts/skills to support their child's learning. Food may be provided.	Parent Involvement	Tier 1	Implement	08/31/2015	06/01/2016	\$0	No Funding Required	Classroom teachers, support staff, Title staff
Activity - Techie Tuesday- Technology PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Vowles School

Teachers will have the opportunity to be trained by other teachers on how to utilize technology to focus on differentiated instruction, looking at data more effectively and enhancing classroom instruction. Ideas and PD come from MACUL Conference and summer technology PD offered by the district.	Technology	Tier 1	Implement	08/01/2016	06/01/2017	\$0	No Funding Required	Certified Staff and Title I staff
<b>Activity - Math Extended Day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math Extended Day opportunities will be available to students if carry over funds are available. Students will be identified during data meetings or grade level PLC and with the help of Title I certified staff. Transportation and snacks will be provided to students and families.	Academic Support Program, Technology	Tier 2	Implement	10/01/2016	06/01/2017	\$4300	Section 31a, Title I Part A	Title I interventionist, Certified Staff
<b>Activity - Title I Interventionist (16-17)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I Interventionist will offer support to the lowest 15% of students needing extra support in math for grades K-4th. Researched-based interventions will used as support to guide instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	\$180837	Title I Part A, Section 31a	Title I Interventionist/ At- Risk
<b>Activity - Grade Level Data Anaysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title I Interventionists will train classroom teachers at all grade levels to develop strong Tier 1 intervention strategies to support academic needs and to properly identify Tier II students for supplemental services after Tier 1 interventions have been tried. Teachers will learn strategies to help students evaluate themselves, goal set and use/analyze their own data.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$1800	Title II Part A	Title I Interventionists, Administrator
<b>Activity - Think Stretch Summer Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Think Stretch is a summer workbook program. We are in our first year of sending home the workbooks with our students and holding check-ins once a week all summer to meet with students and families. Think Stretch is a skills review of the school year that each student just completed. An assembly in recognition of student participation and achievement will be held in the fall of 2016. Students will be awarded medals for completion.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	Tier 2	Getting Ready	05/23/2016	09/16/2016	\$7622	Other, Title I Part A	2 certified teachers

## School Improvement Plan

Vowles School

Activity - Essential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential learning Math In Focus chapters. Teachers will meet in PLCs at each grade level throughout the year.. Teams will meet 2-4 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in math. Teams will agree on common pacing for each of these units.	Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	No Funding Required	Certified staff
Activity - Flexible Tier II math interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will examine and discuss a variety of data in order to determine the most effective way to group students during Tier II math interventions. This data will include math in focus chapter tests, learning continuum data provided by NWEA and additional classroom/grade level assessments.	Class Size Reduction, Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Technology, Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$0	No Funding Required	Certified staff
Activity - Engaging the Nintendo Generation (2016)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for all certified staff to help support teachers in classroom engagement through professional learning and video clips. Practical examples and vocabulary will be used.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$215	Title II Part A	Administrator and Certified Teacher Leader
Activity - Math Skill Instructional Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Vowles School

Teachers will select 2-3 essential math skills/standards within their PLC and develop instructional videos for students and parents to use. Videos will be recorded and shared with families to enhance and support learning at home.	Technology , Parent Involvement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff, Administrator, Title I Interventionist
---	---	--------	---------------	------------	------------	-----	---------------------	---

### Strategy 2:

Data Based Decision Making - Teachers will use NWEA, state assessment and Math In Focus chapter tests to drive instruction and create lessons and groups based on individual needs.

Category: Mathematics

Research Cited: Data Based Decision Making. - Teachers take an in depth look at best data collection practices and strategies. Holcomb, Edie L. (2012)

Research Cited: Guskey, Thomas, r. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Allington, Richard L.(2011). What Really Matters in Response to Intervention: Research Based Designs.

DuFour, Richard, and Michael Fullen. (2013) Cultures Built to Last- Systemic PLC's at Work.

Dufour, Richard, Dufour, Rebecca, Eaker, Robert, Many, Thomas W. (2009) Collaborative Teams in Professional Learning Communities at Work- Learning by Doing.

Tier: Tier 1

Activity - Grade Level PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet in Professional Learning Community teams at each grade level 2-4x per month to explore and analyze math data, work together to plan Tier 1 instruction and make adjustments to current teaching plans and intervention groups. Collaborative Inquiry cycle by Jenni Donohoo will be used to facilitate the 4 stages of inquiry.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Teachers

Activity - Formative Assessments PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders and Administrator will facilitate extended professional development of PLCs and formative assessment from Solution Tree. The professional development will be delivered in 3 half day increments focusing on using formative assessments to drive instruction and data based decision making in support for Tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$2700	Title II Part A	Certified Staff, Title I Staff, Administrator

Activity - Book Study on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Vowles School

Teacher Leaders and Administrator will lead a book study and professional learning of formative assessment based on the resource; Common Formative Assessment: A Toolkit for Professional Learning Communities by Kim Bailey and Chris Jakicic (2011). Professional learning for all certified staff will occur during half day professional development session focusing on formative assessment.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$100	Title II Part A	Certified Staff, Title I Certified, Administrator
--	-----------------------	--------	---------------	------------	------------	-------	-----------------	---

## Goal 2: All students at Vowles Elementary will become proficient readers and writers.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth 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 in reading and writing in English Language Arts by 06/01/2022 as measured by the state assessment and NWEA RIT scores (at or above RIT).

### Strategy 1:

Differentiated Instruction in Reading - 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 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

#### Tier:

Activity - MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology training for 2 teachers to attend MACUL Conference. PD will focus on technology apps and integration in all grade levels and core content areas. Ipad training.	Technology, Professional Learning	Tier 1	Implement	03/01/2017	03/30/2017	\$1500	Title II Part A	2 Certified Staff

Activity - Early Literacy Coach (Collaborative Inquiry Around Early Literacy)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Vowles School

During the 2016-2017 school year, a network of administrators and teachers from around the region will be trained on the Collaborative Inquiry Model. One our own classroom teachers will be a part of this team and will train teachers and PLC's on this inquiry model. This training will also include an in-depth look at Neil Duke's work on Instructional Practices in Early Literacy, Grades K-3. The classroom teacher will be able to push into classrooms to model lessons as well as help PLC's develop stronger literacy instructional practices.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	No Funding Required	Certified Teacher RESD funded through grant
<b>Activity - Michigan Reading Corps Tutors</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Vowles will be a part of a grand awarded by the Michigan Reading Corps that will allow us to hire two tutors who will work within Vowles MTSS framework to implement Tier 2 reading interventions for students who are reading just below grade level.	Academic Support Program	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	No Funding Required	Certified Staff hired through Michigan Reading Corp Program
<b>Activity - Flexible Tier II Reading Interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade level teams will examine and discuss a variety of data in order to determine the most effective way to group students for daily Tier 2 reading interventions.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff, Title I Certified
<b>Activity - Book Nic</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Book Nic Reading Event- Parents will be invited 2x per year to come to school and read with their child during lunch time. The event is usually incorporated in with our Book Fair to promote reading.	Parent Involvement	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff, Title I Certified, Administrator
<b>Activity - Thinking Maps</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional development for certified teachers to be trained and then be the trainers within the building setting on using thinking maps across the curriculum to differentiate instruction.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	No Funding Required	1-2 Certified Staff

### Strategy 2:

Reading in the Core Content Academics/Science/SS - Teachers will learn about and implement effective instructional strategies including reading in the content area

## School Improvement Plan

Vowles School

with a focus on improving proficiency levels for all students, especially all at-risk students and those economically disadvantaged.

Category:

Research Cited: Daniels, Harvey and Zemelman, Steven (2004). Subjects Matter: Every Teacher's Guide to Content-Area Reading. Heinemann. Goudvis, A. and Harvey, S. (2000). Strategies that Work: Teaching Comprehension to Enhance Understanding. Stenhouse Publishers. Literacy is not simply an elementary concern. It is also a secondary issue that encompasses all content areas—not simply language arts classrooms. In order to tackle this fundamental concern, reading comprehension must be addressed across the curriculum. However, proficient readers do not stop reading to answer questions at the end of a section of text (Kane, 2007; Onofrey & Theurer, 2007).

Tier:

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will incorporate non-fiction literature into their 90 minute Language Arts block. Examples include: Scholastic News & TIME for Kids.	Curriculum Development	Tier 1	Implement	09/06/2016	06/01/2017	\$2500	Other	Certified Staff

### Strategy 3:

Data Based Decision Making in Reading and Writing - Teachers will learn about and implement effective models of data-based decision making and research based instructional strategies

Category: English/Language Arts

Research Cited: Guskey, Thomas, r. and Bailey, Jane M. (2001). Developing Grading and Reporting System Systems for Student Learning. Corwin Press, Inc.

Marzano, Robert J. (2006). Classroom Assessment and Grading That Work. ASCD

Tier: Tier 1

Activity - Professional Learning with Common Formative Assessments (2016)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A continuation of Professional Development offered through Solution Tree for certified staff in the area of Professional Learning Communities and MTSS with a focus on common formative assessments, SMART goals, data analysis and essential learning targets. 20+ teachers will participate in a One day on site conference during the month of June.	Academic Support Program, Professional Learning	Tier 2		06/13/2016	06/17/2016	\$6600	Title I Part A	Certified Staff, Solution Tree Certified Staff Experts

Activity - Common Formative Assessment- 2016	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Vowles School

<p>Book Study Professional Development Book: Common Formative Assessment by Richard Dufour and Rebecca Dufour</p> <p>The use of this book as part of a staff book study will allow my certified staff to refine their PLC. Our staff have the collaboration piece of PLC's down but the tools the authors from Common Formative Assessment will offer will help guide the staff in looking specifically at assessment, design and enhancing student learning.</p>	Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2016	12/23/2016	\$1000	Title I Part A	Administrator, Certified Staff
---	---	--------	-----------	------------	------------	--------	----------------	--------------------------------

Activity - Grade Level PLC Collaboration 2016	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level 2-4x per month to explore and analyze Reading data, work together to plan Tier 1 instruction, and make adjustments to current teaching plans. Collaborative Inquiry cycle by Jenni Donohoo will be used to facilitate the 4 stages of inquiry.	Curriculum Development	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff

Activity - Essential Learning in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential learning in Reading- Teachers will meet in PLCs at each grade level throughout the year.. Teams will meet 2-4 times per month for 60 minutes to determine the essential learning outcomes for reading for their grade level. Teams will agree on common pacing for these skills.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff

Activity - Systematic Response to Writing Assessments (2016)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC teams to analyze post-unit writing assessments for Narrative, Informational, and Opinion writing units. Teams will discuss student performance, determine anchor artifacts to be used for grading and develop common kid-friendly rubrics to be used to guide student goal setting and performance.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff

### Measurable Objective 2:

A 5% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 06/01/2018 as measured by the state assessment.

### Strategy 1:

Differentiated Instruction for ED/SWD in Reading - 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:

## School Improvement Plan

Vowles School

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:

Activity - Title I Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minutes of focus time 5 days a week provided to the bottom 15% at each grade level. Structured , research-based intervention	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$154000	Section 31a, Title I Part A	Title I Certified Staff
Activity - ESL Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English as a Second Language students will receive daily on-going support: Reading Eggs, supplies, interpreter, push in and pull out support in relation to English Language Arts skills.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	ESL tutor
Activity - Summer Leadership Academy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator, district school improvement representative and 3 team leaders will learn from Eric Jensen "Teaching with Poverty in Mind". Conference will be geared toward understanding these students and how to best support core curriculum areas.	Professional Learning	Tier 1	Getting Ready	06/22/2015	06/24/2015	\$3168	Title II Part A	Administrator, district school improvement representative and 3 team leaders.
Activity - Think Stretch Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Vowles School

<p>Think Stretch is Workbook program that focuses on Reading, Writing and Math for students complete at their current grade level. The program allows the students to work at their own pace. Incentives are built in for completion. The more weeks they complete the higher the medal they receive.</p> <p>Parent Involvement Kick Off Event for Think Stretch Program</p> <p>Informational meeting for parents to be informed of the Think Stretch Summer Program. Kick off videos and information will be provided. Workbook content will be shared. Lead certified will share scheduling and check in process of the summer program.</p> <p>Informational meeting for parents to be informed of the Think Stretch Summer Program. Kick off videos and information will be provided. Workbook content will be shared. Lead certified will share scheduling and check in process of the summer program.</p>	Academic Support Program, Parent Involvement	Tier 2	Implement	06/13/2016	08/22/2016	\$7300	Title I Part A	2 Certified Staff
--	--	--------	-----------	------------	------------	--------	----------------	-------------------

## Goal 3: Students will become proficient in the areas of Science and Social Studies

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science concepts in Science by 06/10/2022 as measured by State assessments.

### Strategy 1:

Differentiated Instruction in Science - Certified Teachers will integrate science outcomes into language arts outcomes

Category:

Tier: Tier 1

Activity - Science night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from the local University will host hands-on science activities that enhance concepts in the core curriculum. Students and Parents will have the opportunity for science engagement.	Parent Involvement	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Staff and CMU University students

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Vowles School

Staff will incorporate non fiction reading of Science into their 90 min Language Arts block. Examples: Scholastic News, TIME for Kids.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$2000	Other	Certified Staff
--	------------------------	--------	---------------	------------	------------	--------	-------	-----------------

Activity - Phenomenal Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 phenomena that actually occur. Each unit contains everything needed for you to conduct the unit except for hands-on materials. These Phenomenal Science Units are three-dimensional in nature and embed critical instructional strategies to develop deep student understanding of concepts. Certified teacher will professionally develop other certified staff in the curriculum.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$600	Title II Part A	Certified Staff

### Measurable Objective 2:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State and Local Assessments in Social Studies by 06/10/2022 as measured by State and Local Assessments.

### Strategy 1:

Differentiated instruction in Social Studies - Certified Teachers will integrate nonfiction literature, based on social studies outcomes into their reading block.

Category:

Tier: Tier 1

Activity - Social Studies Engagement Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies activities to enhance learning for all students. Students and Parents will have the opportunity for social studies engagement in an evening event that will help them learn about different cultures from around the world.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	No Funding Required	Certified staff, support staff, Local University students/groups

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will incorporate non-fiction literature into their 90 minute Language Arts block. Examples include: Scholastic News & TIME for Kids.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$2000	Other	Certified Staff and support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Skill Instructional Videos	Teachers will select 2-3 essential math skills/standards within their PLC and develop instructional videos for students and parents to use. Videos will be recorded and shared with families to enhance and support learning at home.	Technology , Parent Involvement, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	Certified Staff, Administrator, Title I Interventionist
Early Literacy Coach (Collaborative Inquiry Around Early Literacy)	During the 2016-2017 school year, a network of administrators and teachers from around the region will be trained on the Collaborative Inquiry Model. One our own classroom teachers will be a part of this team and will train teachers and PLC's on this inquiry model. This training will also include an in-depth look at Neil Duke's work on Instructional Practices in Early Literacy, Grades K-3. The classroom teacher will be able to push into classrooms to model lessons as well as help PLC's develop stronger literacy instructional practices.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	Certified Teacher RESD funded through grant
Math Family Night	Family engagement activity once a year. Parents will be invited to have a night activity with their student. They will learn math concepts/skills to support their child's learning. Food may be provided.	Parent Involvement	Tier 1	Implement	08/31/2015	06/01/2016	\$0	Classroom teachers, support staff, Title staff
Techie Tuesday-Technology PD	Teachers will have the opportunity to be trained by other teachers on how to utilize technology to focus on differentiated instruction, looking at data more effectively and enhancing classroom instruction. Ideas and PD come from MACUL Conference and summer technology PD offered by the district.	Technology	Tier 1	Implement	08/01/2016	06/01/2017	\$0	Certified Staff and Title I staff
ESL Student Support	English as a Second Language students will receive daily on-going support: Reading Eggs, supplies, interpreter, push in and pull out support in relation to English Language Arts skills.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	ESL tutor

## School Improvement Plan

Vowles School

Grade Level PLC Collaboration 2016	Teachers will meet in Professional Learning Community teams at each grade level 2-4x per month to explore and analyze Reading data, work together to plan Tier 1 instruction, and make adjustments to current teaching plans. Collaborative Inquiry cycle by Jenni Donohoo will be used to facilitate the 4 stages of inquiry.	Curriculum Development	Tier 1	Implement	09/06/2016	06/01/2017	\$0	Certified Staff
Social Studies Engagement Night	Social Studies activities to enhance learning for all students. Students and Parents will have the opportunity for social studies engagement in an evening event that will help them learn about different cultures from around the world.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	Certified staff, support staff, Local University students/groups
Michigan Reading Corps Tutors	Vowles will be a part of a grant awarded by the Michigan Reading Corps that will allow us to hire two tutors who will work within Vowles MTSS framework to implement Tier 2 reading interventions for students who are reading just below grade level.	Academic Support Program	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	Certified Staff hired through Michigan Reading Corp Program
Systematic Response to Writing Assessments (2016)	Teachers will meet in PLC teams to analyze post-unit writing assessments for Narrative, Informational, and Opinion writing units. Teams will discuss student performance, determine anchor artifacts to be used for grading and develop common kid-friendly rubrics to be used to guide student goal setting and performance.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	Certified Staff
Thinking Maps	Professional development for certified teachers to be trained and then be the trainers within the building setting on using thinking maps across the curriculum to differentiate instruction.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$0	1-2 Certified Staff
Math Focus Groups	20-30 minutes each day for math interventions delivered to all students K-4 by Title 1 Interventionists or At-Risk Certified	Academic Support Program	Tier 2	Implement	08/01/2016	06/01/2017	\$0	Classroom teachers, Title I/At Risk staff, support staff
Book Nic	Book Nic Reading Event- Parents will be invited 2x per year to come to school and read with their child during lunch time. The event is usually incorporated in with our Book Fair to promote reading.	Parent Involvement	Tier 1	Implement	09/06/2016	06/01/2017	\$0	Certified Staff, Title I Certified, Administrator

# School Improvement Plan

Vowles School

Essential Learning	Essential learning Math In Focus chapters. Teachers will meet in PLCs at each grade level throughout the year.. Teams will meet 2-4 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in math. Teams will agree on common pacing for each of these units.	Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/01/2017	\$0	Certified staff
Flexible Tier II math interventions	Grade level teams will examine and discuss a variety of data in order to determine the most effective way to group students during Tier II math interventions. This data will include math in focus chapter tests, learning continuum data provided by NWEA and additional classroom/grade level assessments.	Class Size Reduction, Academic Support Program, Curriculum Development, Materials, Teacher Collaboration, Technology, Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$0	Certified staff
Essential Learning in Reading	Essential learning in Reading- Teachers will meet in PLCs at each grade level throughout the year.. Teams will meet 2-4 times per month for 60 minutes to determine the essential learning outcomes for reading for their grade level. Teams will agree on common pacing for these skills.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	Certified Staff
Science night	Students from the local University will host hands-on science activities that enhance concepts in the core curriculum. Students and Parents will have the opportunity for science engagement.	Parent Involvement	Tier 1	Implement	09/06/2016	06/01/2017	\$0	Certified Staff and CMU University students
Flexible Tier II Reading Interventions	Grade level teams will examine and discuss a variety of data in order to determine the most effective way to group students for daily Tier 2 reading interventions.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	Certified Staff, Title I Certified

## School Improvement Plan

Vowles School

Grade Level PLC Collaboration	Teachers meet in Professional Learning Community teams at each grade level 2-4x per month to explore and analyze math data, work together to plan Tier 1 instruction and make adjustments to current teaching plans and intervention groups. Collaborative Inquiry cycle by Jenni Donohoo will be used to facilitate the 4 stages of inquiry.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	Certified Teachers
-------------------------------	---	--------------------------	--------	-----------	------------	------------	-----	--------------------

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Across the Curriculum	Staff will incorporate non fiction reading of Science into their 90 min Language Arts block. Examples: Scholastic News, TIME for Kids.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$2000	Certified Staff
Reading Across the Curriculum	Certified teachers will incorporate non-fiction literature into their 90 minute Language Arts block. Examples include: Scholastic News & TIME for Kids.	Curriculum Development	Tier 1	Implement	09/06/2016	06/01/2017	\$2500	Certified Staff
Reading Across the Curriculum	Certified teachers will incorporate non-fiction literature into their 90 minute Language Arts block. Examples include: Scholastic News & TIME for Kids.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$2000	Certified Staff and support staff
Think Stretch Summer Program	Think Stretch is a summer workbook program. We are in our first year of sending home the workbooks with our students and holding check-ins once a week all summer to meet with students and families. Think Stretch is a skills review of the school year that each student just completed. An assembly in recognition of student participation and achievement will be held in the fall of 2016. Students will be awarded medals for completion.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	Tier 2	Getting Ready	05/23/2016	09/16/2016	\$500	2 certified teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments PD	Teacher leaders and Administrator will facilitate extended professional development of PLCs and formative assessment from Solution Tree. The professional development will be delivered in 3 half day increments focusing on using formative assessments to drive instruction and data based decision making in support for Tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$2700	Certified Staff, Title I Staff, Administrator

## School Improvement Plan

Vowles School

Engaging the Nintendo Generation (2016)	Professional Development for all certified staff to help support teachers in classroom engagement through professional learning and video clips. Practical examples and vocabulary will be used.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$215	Administrator and Certified Teacher Leader
Grade Level Data Analysis	Title I Interventionists will train classroom teachers at all grade levels to develop strong Tier 1 intervention strategies to support academic needs and to properly identify Tier II students for supplemental services after Tier 1 interventions have been tried. Teachers will learn strategies to help students evaluate themselves, goal set and use/analyze their own data.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2016	06/01/2017	\$1800	Title I Interventionists, Administrator
Book Study on Formative Assessment	Teacher Leaders and Administrator will lead a book study and professional learning of formative assessment based on the resource; Common Formative Assessment: A Toolkit for Professional Learning Communities by Kim Bailey and Chris Jakicic (2011). Professional learning for all certified staff will occur during half day professional development session focusing on formative assessment.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$100	Certified Staff, Title I Certified, Administrator
Summer Leadership Academy Conference	Administrator, district school improvement representative and 3 team leaders will learn from Eric Jensen "Teaching with Poverty in Mind". Conference will be geared toward understanding these students and how to best support core curriculum areas.	Professional Learning	Tier 1	Getting Ready	06/22/2015	06/24/2015	\$3168	Administrator, district school improvement representative and 3 team leaders.
MACUL 2016	Training at the MACUL conference: Technology integrations, technology to meet special needs. Technology for core curriculum areas. Use of iPads	Technology, Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$1500	2 Certified Staff
MACUL	Technology training for 2 teachers to attend MACUL Conference. PD will focus on technology apps and integration in all grade levels and core content areas. Ipad training.	Technology, Professional Learning	Tier 1	Implement	03/01/2017	03/30/2017	\$1500	2 Certified Staff

## School Improvement Plan

Vowles School

Phenomenal Science Curriculum	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 phenomena that actually occur. Each unit contains everything needed for you to conduct the unit except for hands-on materials. These Phenomenal Science Units are three-dimensional in nature and embed critical instructional strategies to develop deep student understanding of concepts. Certified teacher will professionally develop other certified staff in the curriculum.	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/01/2016	06/01/2017	\$600	Certified Staff
-------------------------------	--	---	--------	---------------	------------	------------	-------	-----------------

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Intervention Specialists	30 minutes of focus time 5 days a week provided to the bottom 15% at each grade level. Structured, research-based intervention	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$44000	Title I Certified Staff
Title I Interventionist (16-17)	Title I Interventionist will offer support to the lowest 15% of students needing extra support in math for grades K-4th. Researched-based interventions will used as support to guide instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	\$25000	Title I Interventionist/ At- Risk
Math Extended Day	Math Extended Day opportunities will be available to students if carry over funds are available. Students will be identified during data meetings or grade level PLC and with the help of Title I certified staff. Transportation and snacks will be provided to students and families.	Academic Support Program, Technology	Tier 2	Implement	10/01/2016	06/01/2017	\$4000	Title I interventionist, Certified Staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Extended Day	Math Extended Day opportunities will be available to students if carry over funds are available. Students will be identified during data meetings or grade level PLC and with the help of Title I certified staff. Transportation and snacks will be provided to students and families.	Academic Support Program, Technology	Tier 2	Implement	10/01/2016	06/01/2017	\$300	Title I interventionist, Certified Staff
Title I Interventionist (16-17)	Title I Interventionist will offer support to the lowest 15% of students needing extra support in math for grades K-4th. Researched-based interventions will used as support to guide instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	\$155837	Title I Interventionist/ At- Risk

# School Improvement Plan

Vowles School

Professional Learning with Common Formative Assessments (2016)	A continuation of Professional Development offered through Solution Tree for certified staff in the area of Professional Learning Communities and MTSS with a focus on common formative assessments, SMART goals, data analysis and essential learning targets. 20+ teachers will participate in a One day on site conference during the month of June.	Academic Support Program, Professional Learning	Tier 2		06/13/2016	06/17/2016	\$6600	Certified Staff, Solution Tree Certified Staff Experts
Think Stretch Extended Year	Think Stretch is Workbook program that focuses on Reading, Writing and Math for students complete at their current grade level. The program allows the students to work at their own pace. Incentives are built in for completion. The more weeks they complete the higher the medal they receive.  Parent Involvement Kick Off Event for Think Stretch Program  Informational meeting for parents to be informed of the Think Stretch Summer Program. Kick off videos and information will be provided. Workbook content will be shared. Lead certified will share scheduling and check in process of the summer program. Informational meeting for parents to be informed of the Think Stretch Summer Program. Kick off videos and information will be provided. Workbook content will be shared. Lead certified will share scheduling and check in process of the summer program.	Academic Support Program, Parent Involvement	Tier 2	Implement	06/13/2016	08/22/2016	\$7300	2 Certified Staff
Title I Intervention Specialists	30 minutes of focus time 5 days a week provided to the bottom 15% at each grade level. Structured, research-based intervention	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$110000	Title I Certified Staff
Think Stretch Summer Program	Think Stretch is a summer workbook program. We are in our first year of sending home the workbooks with our students and holding check-ins once a week all summer to meet with students and families. Think Stretch is a skills review of the school year that each student just completed. An assembly in recognition of student participation and achievement will be held in the fall of 2016. Students will be awarded medals for completion.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	Tier 2	Getting Ready	05/23/2016	09/16/2016	\$7122	2 certified teachers

## School Improvement Plan

Vowles School

Common Formative Assessment- 2016	<p>Book Study Professional Development Book: Common Formative Assessment by Richard Dufour and Rebecca Dufour</p> <p>The use of this book as part of a staff book study will allow my certified staff to refine their PLC. Our staff have the collaboration piece of PLC's down but the tools the authors from Common Formative Assessment will offer will help guide the staff in looking specifically at assessment, design and enhancing student learning.</p>	Academic Support Program, Professional Learning	Tier 2	Implement	08/01/2016	12/23/2016	\$1000	Administrator, Certified Staff
-----------------------------------	---	---	--------	-----------	------------	------------	--------	--------------------------------

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
60 minutes --5 days a week	All classrooms will teach math for 60 minutes per day, 5 days a week.	Direct Instruction			09/01/2016	06/01/2017	\$0	Certified Teachers