



# **School Improvement Plan**

**Fern Persons Elementary School**

**Olivet Community Schools**

Mr. Brock Peters  
4425 WEST BUTTERFIELD HWY  
OLIVET, MI 49076-9705

# 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.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

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

Achievement/Outcome Data.....	18
-------------------------------	----

Perception Data.....	24
----------------------	----

Summary.....	27
--------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 29  
School Additional Requirements Diagnostic ..... 30

**Title I Schoolwide Diagnostic**

Introduction ..... 33  
Component 1: Comprehensive Needs Assessment ..... 34  
Component 2: Schoolwide Reform Strategies ..... 40  
Component 3: Instruction by Highly Qualified Staff ..... 44  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 45  
Component 5: High Quality and Ongoing Professional Development ..... 47  
Component 6: Strategies to Increase Parental Involvement ..... 48  
Component 7: Preschool Transition Strategies ..... 53  
Component 8: Teacher Participation in Making Assessment Decisions ..... 54  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 55  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 57  
Evaluation: ..... 60

**FPE 2016-17 SIP**

Overview ..... 62  
Goals Summary ..... 63  
    Goal 1: All students at Fern Persons Elementary will be proficient in math ..... 64  
    Goal 2: All students at Fern Persons Elementary will be proficient in reading ..... 67

Goal 3: All students at Fern Persons Elementary will become proficient writers.....	69
Goal 4: All students at Fern Persons Elementary will be proficient in Social Studies.....	71
Goal 5: All students at Fern Persons Elementary will be proficient in Science.....	73
Goal 6: Olivet Community Schools will provide a safe, respectful, disciplined, and engaging school environment conducive to teaching and learning.....	76
Activity Summary by Funding Source.....	78

## **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?**

Olivet is a rural community in a small college town. Many of the students attending Olivet Schools come from rural areas surrounding the community. School enrollment grew after passage of "Schools of Choice" legislation that allowed parents to choose Olivet Schools for their children even though they reside in another school district.

The population of Olivet is approximately 1,605 (this and following data from the US 2010 Census), with about 426 households, and it is a relatively young community with 47% of the residents between the ages of 18-24 and an additional 15.9% of the population between 25-44. Approximately 31% of the households have children under 18 years of age and approximately 38% of the households are married couples living together.

The community of Olivet and Olivet Schools have a population that is approximately 90% Caucasian with less than 10% representation of any minority group.

Fern Persons Elementary School is a Pre-K - 3 building with 425 students. Approximately 50% of the students qualify for free or reduced lunch. A challenge for the school is addressing the needs of students who face economic disadvantage and closing the achievement gap between the top 30% and the bottom 30% in student achievement

## 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.**

The mission, values, and beliefs of Fern Persons Elementary School are:

### Mission Statement

Developing responsible citizens through challenging academics and diverse opportunities in a safe and supportive environment.

### Value Statement

Values are the link between what we feel and what we do. The following values are the guiding principles of the Olivet Community Schools:

\*We will treat others with RESPECT

\*We will act with HONESTY

\*We will act RESPONSIBLY

\*We will treat people with KINDNESS

### Vision Statement

We will continue to embrace our roots as a small, rural community while striving to distinguish ourselves among the highest achieving schools in the state.

### Belief Statement

All people have value, purpose, potential, and the ability to learn.

This mission and vision, as well as these values and beliefs drive everything we do. Students and staff are held to the high social and academic expectations expressed above.

## **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.**

We have seen significant growth in our reading data over the past couple of years that we are very proud of. Specifically, we had 79% of our kindergarten students, 82% of our 1st grade students, 80% of our 2nd grade students and 71% of our 3rd grade students reach the end of year benchmark in reading according to Fountas and Pinnell text levels. In the fall of 2013/14 only 52% of our students were at bench mark. In the spring of 2015/16, 78% of our students had met the goal. We are very proud of this 26% increase!

While we will continue to push our students in ELA, we have not had the same positive trends in math using our universal screener data provided to us through Math Recovery resources. We are seeing a need to add Tier 1 support in math as well as look at the curriculum resources that we are using.

## **Additional Information**

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

As a staff, we are committed to meeting the needs of our students no matter where they are both academically and socially. We will use data to identify instructional needs and use differentiated instruction to meet those needs. Staff meeting time and professional development will be used to target these areas of our instruction.

# **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.**

Highly competent teachers across grade levels and curriculum were chosen and recruited by their principal. The majority of these teachers also serve as curriculum coordinators in the different content areas. Parents were recruited through direct outreach and personal invitation. An effort was made to recruit representative parents who were then asked to serve on the committee. We recognize that next year parent involvement should be expanded by publicizing our need at PTO meetings, Parent Advisory Council (PAC) meetings and through media. Meetings were held right after school was concluded. In the future efforts will be made to hold meetings at various times to accommodate more parent participation.

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

Our team was divided up in to content areas. These teams used classroom data, state assessment data, and perception data to write objectives, goals, strategies, and activities in each content area. Our administration representation included the principal, director of instruction, and reading specialist. The primary role of our teachers was to focus on data analysis including achievement, demographic, perceptions and process data, as well as researching strategies improving our achievement and culture. The roles of the administrators were to facilitate the team, collect information and data, organize PD calendars and funding, and enter information into ASSIST.

The team consisted of the following people:

Kim Lehman, Literacy Specialist/Parent  
Kris Amey, Teacher  
Stacey VanNortwick, Teacher/Parent  
Robin Sheldon, Teacher/Parent  
Charles Bucienski, Teacher  
Jennifer Longden, Teacher/Parent  
Jenna Burns, Parent  
Ben Wilson, Student Support Services/ Parent  
Kristina Priessman, Math Coach/Parent  
Tina Andrews, Teacher  
Troy Waffle, Director of Instruction/Parent  
Brock Peters, Principal/Parent

**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 plan will be available through school website and hard copies available in school office that can be checked out. In addition, notification of the plan's availability will be provided through online announcements, district and school newsletters, and at the annual Title I parent meeting. In the future the community will be notified of the availability SIP documents (other than sequestered information) throughout the school improvement cycle.

# 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?**

There is a trend of decreasing enrollment over the past three years. Some of that can be attributed to the start date for kindergarten being moved up a month each year. In theory, we are losing 1/12 of our kindergarten each year. As a result, we have had to reduce some of the numbers of the sections at certain grade levels.

### **Student Demographic Data**

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

Overall, student attendance is good. When specific students/families are having attendance issues, they are addressed through our truancy policy by our Student Services Coordinator.

### **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?**

Suspensions are trending down over the past three years. Office referrals are up. One of the reasons that the referrals are up is that we have developed a better system of tracking the students who are sent to the office. Teachers are doing a nice job of documenting these referrals, and it has allowed us to have more accurate data.

### **Student Demographic Data**

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

Issues are addressed on a case-by-case manner.

Step 1 - Phone call home

Step 2 - Formal letter home

Step 3 - 2nd letter home followed by a meeting with the parent

Step 4 - Truancy write up through our ISD

### **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?**

## School Improvement Plan

Fern Persons Elementary School

---

Our building principal is going into his 6th year as the building leader. In addition, we have a Literacy Specialist and Math Coach who are experts in their fields. The hiring of a Literacy Specialist and Math coach have improved student achievement.

### 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?**

We are fortunate to have a veteran staff with over half (11) of our 23 teachers with 15+ years of experience. We have three more with 9+ and 7 with 4-8 years of experience. This experience has a positive impact on our student achievement.

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

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

The building principal was out of the building a total of 8.5 days for PD and did not miss any days due to illness. There was little to no negative impact on student achievement as a result.

### 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?**

The biggest impact we see is when we have a teacher on maternity leave. This past year, one 3rd grade teacher missed 3 months near the beginning of the school year. This same teacher missed an additional 3 weeks later in the year due to an injury. We were able to have the same long term sub for both stints. However, the data in this classroom suffered as a result.

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

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

We need to look closely at what teachers are requesting for professional development and make sure that the positive impact of the PD outweighs the negative impact of them being out of the classroom.

## **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?**

Our highest Strand according to the staff survey that was done was Leadership for Learning (2.88). Our second highest strand was teaching for Learning (2.6).

### **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?**

Our lowest strand was Professional Learning Culture (2.25). The second lowest strand was School, Family, and Community relations (2.5).

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

Collaboration within and between grade levels is an area of weakness for us. We recognize that we are better collectively than individually. However, sometimes it is very difficult to find times to collaborate. This lack of collaboration negatively impacts achievement.

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

We have incorporated common plan times and PLCs in to the SIP. In addition, there will be an ELA and Math curriculum team that has a grade level representative on each team. The liaison will be responsible for representing their grade level at the K-5 meetings and reporting back to their grade level.

### **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?**

Currently all of the schoolwide intervention programs we provide are through our general fund, as we are currently a Targeted Title I school. Intervention services for targeted students are provided by Title I.

We offer intervention classes during the day, and after school opportunities as well. These intervention are written into IEPs and 504s when appropriate. Our goal is to provide support for all students who are in need of interventions. We use assessment data, and classroom data to target students

FPE is excellent in making sure students with disabilities are included in all intervention programs as needed. A collaborative child study process is implemented involving teachers, a social worker, a school psychologist, principal, special education staff, reading specialist.  
SY 2016-2017

counselor and itinerant staff. Universal screeners will be used to flag struggling students.

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

K-3 students have Extended Day available to them. This program is a way for students to get small group instruction from a certified teacher in an after school program. In addition to the teacher, there is a paraprofessional as well keeping the student to adult ratio very low. Currently this program runs from February - May. We are looking into adding a fall segment to this program as well.

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

Students are designated by looking at multiple factors which include: M-Step, NWEA, classroom performance, demographic information, and staff observations. There is a letter sent home to families of students who "qualify". Participation is voluntary.

**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?**

All of our curriculum is board approved and is aligned with Common Core State Standards. Teachers are evaluated annually through formal observation, walk throughs, and student achievement data to ensure that the curriculum is being implemented with fidelity.

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

NA

## **Achievement/Outcome Data**

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

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

Reading blocks have been established at each grade level.

A solid Reader's workshop is present in nearly all classrooms.

Student stamina has increased in all grade levels.

Students are being held accountable for at-home reading and participation is high.

Students have many opportunities to participate in "extra" ELA activities - book clubs, literacy nights, RAZ Kids, etc.

### **19b. Reading- Challenges**

Students coming to school with very little exposure to reading/writing readiness skills

Lack of follow through from home

Meeting the varied needs of the students - it is difficult to challenge the high students while still meeting the needs of students who are below grade level expectations.

### **19c. Reading- Trends**

Our reading data is trending up based on Fountas and Pinell text level data. In the fall of 2013, 52% of our students were at benchmark based on this assessment. In the spring of 2015, the number of students that were proficient was 78%. Spring 2016 data shows 81% of our K-5 students at or above grade level. This is a 29% increase in the last 3 years!

**19d. Reading- Summary**

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

Literacy Specialist will provide professional development to staff on a district, grade level and individual level based on current student and observational data. Follow up pd and plans will be implemented through classroom coaching and debriefing with teachers and grade levels. All PD and coaching will be dependent upon need based on this data. PD will include content development, curriculum development, scope and sequencing and instructional approaches.

The Literacy Specialist will provide group professional development to the reading interventionists working with students at the Teir 2 level. Professional development will cover learning of reading strategies and teaching techniques, reading programs using technology (Raz Kids, Reading A-Z, Accelerated Reader and Cafe Pensieve), and monitoring of reading skills, using running records and other reading assessment tools. Individual coaching will occur based on individual need and both student and observational data.

**20a. Writing- Strengths**

Writing blocks have been established at each grade level.

A solid Writer's workshop is present in nearly all classrooms.

Student stamina has increased in all grade levels.

Students have many opportunities to participate in "extra" ELA activities - book clubs, literacy nights, RAZ Kids, etc.

**20b. Writing- Challenges**

Students coming to school with very little exposure to reading/writing readiness skills

Lack of follow through from home

Meeting the varied needs of the students - it is difficult to challenge the high students while still meeting the needs of students who are below grade level expectations.

**20c. Writing- Trends**

Based on the last state assessment data our writing proficiency was declining. Our 4th grade writing scores have been trending downward as they dropped from 50% proficient in 2010-11 to 41% proficient in 2013-14. This score put us 9% below the state average. Based on the 2015 M-Step data, 72% of our 3rd grade students were proficient. The state average was 50%.

**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.**

Profession development will be provided by the Literacy Specialist. The PD will focus on implementation of MAISA writing units with an emphasis on differentiating small group and individual instruction based on classroom writing data. District writing prompts will be broken down into three categories - development, structure and language conventions, as laid out in the Common Core. The rubrics used to support this will be from Writing Pathways by Lucy Calkins; 2015. Data will be broken down in order to provide targeted PD in the greatest areas of need. Embedded instructional coaching will then be provided to classrooms/grade levels indicating a need for support.

Using recent standardized scores, our initial MSTEP experience and classroom assessments, we were able to identify performance task writing as a weakness 3rd-5th. Our Literacy Specialist will provide targeted PD on this topic, using sample items, as well as benchmark assessments in this type

of writing in the 3 genres laid out in the Common Core.

### **21a. Math- Strengths**

Math blocks have been established at each grade level.

All grade levels are currently piloting Math Expressions. This will help ensure vertical and horizontal alignment of the curriculum. The pilot has been extended into the 2016-17 school year.

### **21b. Math- Challenges**

Students coming to school with very little exposure to math readiness skills

Lack of follow through from home

Meeting the varied needs of the students - it is difficult to challenge the high students while still meeting the needs of students who are below grade level expectations.

Incorporating math recovery skills/concepts in to the grade level resource

### **21c. Math- Trends**

Our math data has trended upward since 2010. On the state assessment our 3rd graders have gone from 41% proficient to 46% proficient while our 4th grade students went from 46% to 54% in that same time frame. On the 2015 M-Step, 56% of our 3rd grade students were proficient. The state average was 49%.

### **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.**

Once a month, the grade level Math Teams will work collaboratively to discuss curriculum and common assessments. They will examine data from district assessments, end of unit assessments, and student work samples to identify areas of instruction to target, plan interventions, and enrichment for students. Common Core State Standards will be used to guide the curriculum development.

Bi-monthly math liasons and math coordinators will meet to begin development of curriculum using Common Core State Standards as a guide.

#### **22a. Science- Strengths**

Continuity of instruction 1st - 3rd grade  
Expert in science providing instruction

#### **22b. Science- Challenges**

Students coming to school with very little exposure to science readiness skills  
Lack of follow through from home  
Meeting the varied needs of the students - it is difficult to challenge the high students while still meeting the needs of students who are below grade level expectations.  
Finding enough time to teach science concepts with such a heavy emphasis on ELA and math.

#### **22c. Science- Trends**

Our only data is unit assessments given in grades K-3.  
There is no real significant trend up or down in the past three years.

#### **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**

## School Improvement Plan

Fern Persons Elementary School

---

### **tiered instruction if appropriate.**

Teachers will use common science assessments developed by the Battle Creek Math and Science Center to guide and assess instruction.

The science teacher will communicate science topics being covered throughout the school year.

### **23a. Social Studies- Strengths**

Teachers are familiar with the ISD SS curriculum.

### **23b. Social Studies- Challenges**

Students coming to school with very little exposure to SS readiness skills

Lack of follow through from home

Meeting the varied needs of the students - it is difficult to challenge the high students while still meeting the needs of students who are below grade level expectations.

Finding enough time to teach SS concepts with such a heavy emphasis on ELA and math.

### **23c. Social Studies- Trends**

Our only data is unit assessments given in grades K-3.

There is no real significant trend up or down in the past three years.

### **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.**

Teachers will use common social studies assessments developed by the Calhoun Intermediate School District and enter data from the assessments into our data warehouse.

Teachers will meet during PD and collaborative planning times to review current curriculum and assessments to determine needs regarding revisions to lessons and assessments.

## 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?**

Students have a very high perception that teachers and staff want them to learn, do their best and be prepared for the next grade.

### 24b. Student Perception Data

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

By far the lowest score on our survey was the statement, "My principal and teachers ask me what I think about school." Only 42% of students agreed with this. 33% were not sure and 25% did not agree.

### 24c. Student Perception Data

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

The perception data collected was very positive.

Overall student perception data will be presented to staff to see if there areas that need to be addressed.

### 25a. Parent/Guardian Perception Data

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

According to data collected through a district parent survey, the one of the areas of highest satisfaction was related to school culture. Parents feel their students are welcome in the building and that character education is emphasized. Safety of the school building and school environment were highlighted by parents as positive. Communication is also a high point. Parents feel that both teaching staff and office staff communicate openly and often. "Out school provides an adequate supply of learning resources that are current and in good condition" and "My child knows the expectations for learning in all classes" both also received high marks.

**25b. Parent/Guardian Perception Data**

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

According to the district parent survey, 20% of parents either disagreed or strongly disagreed with the following statement, "All of my teachers keep me informed regularly of how my child is being graded."

**25c. Parent/Guardian Perception Data**

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

We will try to do a better job of communicating with our parents regarding the content and standards as well as the resources that will be used to teach their children. All documents will be on the school website as well as the office. In addition, this will be addressed at the back to school Open House in the fall.

**26a. Teacher/Staff Perception Data**

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

Teacher/Staff perception data indicates that the school's purpose and direction are clearly focused on student success.

**26b. Teacher/Staff Perception Data**

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

Consistency in common grading, assessments and reporting policies rated low on the teacher/staff survey.

**26c. Teacher/Staff Perception Data**

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

Report cards have been converted to standards based reporting. PD will be provided on this.

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

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

We did not survey this population.

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

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

NA

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

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

NA

## Summary

### 28a. Summary

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

Demographics - while we have had a declining enrollment over the past 3 years, we have been able to retain and attract outstanding teachers. Process - leadership for learning and teaching for learning are our strongest areas based on the perception data. We need improvement in our professional learning culture. Teachers feel as though we are able to successfully identify struggling students and provide the types of interventions necessary to make them successful.

Achievement/ Outcome data - common blocks, tier 1 instruction, and student stamina are all positives. Students coming to FPE without school readiness skills is one drawback. We have positive trends in our reading and math data and a declining trend in our writing data.

Perception - Overall the perception data is very positive from our students, staff and parents. Parents appreciate the positive environment of the school as well as the frequent communication. Teachers said that consistency in common grading, assessments, and reporting was an area we could improve in.

### 28b. Summary

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

Student achievement is tied to all four areas. While the majority of our data is positive, improving in these four areas will only increase that.

### 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?**

Each negative area is addressed specifically in the goals, objectives, strategies, and/or activities within the school improvement plan.

# **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	2-8 Grade takes the ELA and Math NWEA in the fall and spring of each year. 3-8 Grade takes the math, reading and writing M-Step. K-5 uses Fountas and Pinnell assessments for Reading and K-1 uses MLPP assessments as well. We use district writing assessment three times a year in K-5. We use Math Recovery screeners and diagnostics in K-5, and common district math assessment.	

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://www.olivetstudent.org/district/annual-education-report">http://www.olivetstudent.org/district/annual-education-report</a>	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A, we are a PreK-3 school	

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

## School Improvement Plan

Fern Persons Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tim Volosek High School Principal 255 First Street Olivet Michigan (269) 749-3671	

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		PIP 16-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact 16-17

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

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

Fern Persons Elementary is applying to become a Schoolwide Title I-A program for the first time in the 2014-15 school year. We have been operating as a Targeted Title-I program and want to move to Schoolwide which will allow us more flexibility and allow us to integrate methods and strategies with Olivet Middle School which is also applying to become a Title I-A Schoolwide program. Continual progress is expected and planned for as the School Improvement Team gains experience and fully implements the continuous cycle of school improvement.

During the 2013-14 school year five highly competent teachers across grade levels and curriculum agreed to serve on the School Improvement Team (some of whom were also parents), two parents (who were not staff members) were identified/contacted and also agreed to serve, as well as the school principal and a literacy coach. Release time was made available so teachers could attend. Next year the team must expand, and actively seek additional parent participation by informing parents at PTO meetings, parent and community meetings, the Title I Back to School Night and encourage their participation on the SIT.

The team met for three hours on five separate dates. The Fern Person Elementary Team met jointly with the Middle School Team in order to seamlessly integrate a program that would have consistency from elementary school through the end of middle school. Release time was made available so teachers could attend. In addition, teachers, administrators, and parents worked on the school improvement process between SIT meetings to prepare information for the entire team to use in the comprehensive needs assessment.

At the first meeting, and in preparation for the comprehensive needs assessment, all SIT members participated in an overview of the school improvement process. The team began with an exercise to envision the school they would like to become. They reviewed the existing school improvement plan and briefly used the MDE Program Evaluation Tool to look at specific programs. The Title I-A Schoolwide diagnostics with comments and the Title I-A evaluation rubric were distributed to help the team understand the scope of the job for the school year and the next steps. At the end of the meeting, members were assigned "jobs" of data collection to prepare for the next meeting.

The second meeting concentrated on completion of the School Data Analysis Diagnostic. We talked about data and identified all sources of data we have and data we do not have. We identified four types of data: student achievement data (MEAP, Fountas & Pinnell (an informal reading assessment), Northwest Evaluation Association (NWEA) teacher created unit and quarterly assessments; perception data (parents, students, and teachers); demographics data (enrollment, teachers' years service, incoming/outgoing enrollment); and school process data gathered from completion of the SPR 40. A plan was developed at the end of the second meeting to bring in any additional data that was needed and to complete analysis of the data looking for trends and gaps.

Data analysis was completed at the third meeting and the team reached consensus as to what the gaps were and the probable causes for the gaps. A variety of research based strategies to close those gaps were discussed and the team selected a few key strategies to improve instruction for all students and at the same time close achievement gaps and offer additional help for students with the greatest academic need. Additional strategies were developed to specifically address the needs of those students who most need timely additional and effective assistance. This completed the comprehensive needs assessment and these findings were then used to develop the School Improvement Plan at the final two meetings.

### 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?

#### STUDENT ACHIEVEMENT DATA:

Reading: In the last four years, we have a downward trend in in reading for all students from 68% to 65% that were proficient on the MEAP.  
SY 2016-2017

## School Improvement Plan

Fern Persons Elementary School

---

We had a decrease from last year by 8% in 3rd grade reading scores. An area of weakness was constructed response.

Because only one grade level at FPE takes the MEAP, our main source of data is classroom assessment. Students are bench marked three times a year using the Fountas and Pinnell text leveling system. At the fall benchmark, 2% of kindergarten students, 63% of 1st grade students, 54% of 2nd grade students, and 44% of 3rd grade students had reached the goal. In the winter, 51% of Kindergartners, 65% of 1st graders, 62% of 2nd grade students, and 60% of 3rd grade students were at or above grade level. The positive trend continued into the spring testing. Seventy eight percent (78% )of kindergarten, 67% of 1st graders, 71% of 2nd graders, and 65% of 3rd graders reached the end of year goal or higher. Along with this, teachers use monthly/bi-monthly running records to track reading progress. Seventy six (76) students were in reading intervention groups when they began in October. Over the course of the year 17 students were discontinued from intervention due to their text level being at or near grade level. There were 58 students who received intervention for 80%+ of the school year. Of those students 10% failed to make a full year's worth of growth, 72% made at least a year's worth, and 17% made 2 or more year's worth of growth according to their Fountas and Pinnell reading levels .

Math: We have had an upward trend in the last five years in mathematics from 41% to 46% on the MEAP. We had an increase from last year by 4% in 3rd grade mathematics scores. Because only one grade level at FPE takes the MEAP, our main source of data is classroom assessment. A strength areas in Kindergarten math included number recognition, shape identification, counting by 1's and 10's and general number sense. The biggest area of weakness in kindergarten math was structuring numbers to five and ten. Structuring numbers is also the area where we have the biggest gap between our highest achieving and lowest achieving students. The main reason for this gap is a lack of exposure coming into their school age years to numbers. In 1st grade our students were most successful in counting as it related to addition and subtraction. Students were strong in basic number sense and basic addition and subtraction. Our first graders struggled the most with structuring numbers to 20 and any type of mental math was difficult for our students. Students that started the year behind in basic math facts made progress. However, several of them still did not "catch up" to their grade level peers. One of the deficiencies in our math instruction is differentiation. Our hope is that as we better differentiate our instruction, this gap will close. 2nd grade math students had the most success with addition/subtraction up to 20, fractions, place value, greater than/less than, even/odd, counting on the decade/century and geometric concepts. Two step story problems, three digit addition and subtraction, and money problems (especially in the story problem form) were areas of weakness. 3rd grade students were strongest in addition/subtraction facts, multiplication/division facts, and rounding. 3rd graders had the most difficulty with fractions, measurement (especially to the nearest  $\frac{1}{2}$  or  $\frac{1}{4}$  inch), elapsed time, and estimation in story problems .

Writing: In the last four years, we have trended downward in students from 50% to 41% on the MEAP. We had a decrease from last year by 6% in 4th grade writing scores. An area of weakness was peer response and grammar and conventions. Because only one grade level at FPE takes the MEAP, our main source of data is classroom assessment. Our students are given bench mark prompts three times a year. This data is used in conjunction with the MAISA writing units. For each bench mark prompt, we track the four areas of the scoring rubric: content and ideas, organization, style and voice, and conventions. We have consistently seen in both the state assessments and school assessments that our greatest area of weakness is in conventions. As a SIT team, we have realized that part of the reason for this is the amount of emphasis we have placed on the content and ideas. While we still feel this is important, we want to shift some of our focus back on to teaching conventions.

Social Studies: Students are not assessed on state tests in SS while they attend FPE. We rely solely on classroom assessment data. Our kindergarten

students were most successful in mapping, needs/wants, and growing/changing. Our youngest students struggled with some of the problem solving components taught. Many students had difficulty relating the concept to their own lives, and therefore, struggled on the assessment. First grade students understood the concepts of community and change over time with the highest success rate. Geography and mapping were more difficult. Our students struggled with the challenging vocabulary associated with these units. It was also noted that many of our lower income students have been exposed to very little geographically. Local geography and economics were units that our 2nd grade students had the most success with. Creating maps and government were more difficult. Similar to 1st grade, these students struggled with difficult vocabulary such as executive, legislative, and judicial. 3rd grade students grasp most of the concepts with dealing with Michigan history and explorers. Our students struggled with the economics unit. Much of that was due to the terminology being new to them. It

should also be noted that students who are below grade level readers, have had a hard time

### Science:

Students are not assessed on state tests in Science while they attend FPE. We rely solely on classroom assessment data. Science concepts are relatively easy in Kindergarten. The vast majority of our kindergarten students reached proficiency in all four units of study - living/non-living things, motion, senses, and earth materials. First grade students excelled in the areas of weather and animals, but had a tougher time with the sorting unit. Second grade students were stronger during the Earth science unit than the plants and measurement units. The earth science unit runs for an entire semester, and may be part of the reason that students have a better understanding in this area of study. Measurement is the most difficult concept for our 2nd graders. 3rd grade science students performed well on the light/sound, Earth, and movement units. The organism unit is a bit more difficult to grasp.

MEAP data clearly showed that there was a gap in student achievement scores when comparing economically disadvantaged students and those who did not have an economic disadvantage. Classroom data could not be adequately broken down to empirically verify this trend but analysis and discussion by the team indicated that this is true across subjects and grade levels. Economically disadvantaged students are more likely to be in the bottom 30% and non economically disadvantaged are likely to be in the top 30% of student achievement scoring. Students with IEPs also scored lower than average on the MEAP yet are achieving success in meeting the goals of their plans. There are no migrant students at FPE and not enough students of any racial or ethnic group to perform a valid subgroup analysis. Analysis by gender did not show any significant gap on the MEAP and classroom data collection will be improved so that it can be dis-aggregated in the future to make subgroup comparisons.

### PERCEPTION DATA:

Student: All 3rd grade students were given a survey in March of 2014. Students have a very high perception (98%) that teachers and staff want them to learn, do their best and be prepared for the next grade level. The lowest area (83%) in student perception was that teachers and principals don't ask enough about how they feel about school .

Parent: According to data collected through a district parent survey administered in October 2013, then broken down by building, one of the areas of highest satisfaction was related to school culture. Parents feel their students are welcome in the building (95% approval rating) and that character education is emphasized (97% approval rating). Safety (95% approval rating) of the school building and school environment (94% approval rating) were highlighted by parents as positive. Communication (92% approval rating) is also a high point. Parents feel that both teaching staff and office staff communicate openly and often. According to the district parent survey, 12% of parents surveyed indicated low satisfaction in the area of the "academic needs of the students being met". 15% of parents indicated low satisfaction in the area of "rules for student conduct are consistently enforced at my child's school".

### Teacher/Staff:

Teacher/Staff perception data indicates that the school's purpose and direction are clearly focused on student success. Teachers rated this with a 95% approval rating. Consistency in common grading, assessments, and reporting policies (63% approval rating) rated low on the teacher/staff survey. The survey was given and collected in January of 2014 .

### PROCESS DATA:

In January of 2014, our teachers participated in filling out a survey with the elements of the School Process Rubric - 40. After analyzing our data, we were able to recognize clear areas of strengths and weaknesses. Our greatest strengths came under the strand of Teaching for Learning. The average of the three categories was 3.06 with a score of 3.5 in Assessment (on a four point scale with four being the highest). This was the highest score on the entire rubric. Although Teaching for Learning is a perceived area of strength, our school improvement team feels there are many curriculum areas that are not up to date with the changes for CCCSS, and Science and Social Studies standards. It is also felt that our Tier I instruction is adequate; however we have weaknesses with differentiating and providing interventions. We feel there is a gap between the SPR-40 and the views of our team because teachers are unaware of the changes and refocusing taking place in education.

In two areas we found perceived weaknesses in Leadership - Operations and Resource Management and Shared Leadership. Operations and Resource management scored 2.0 on the rubric and was rated as the lowest category. Much of the information that we gathered from the survey pointed to the fact that many of the staff members were unsure of how resource allocation takes place. For shared leadership

## School Improvement Plan

Fern Persons Elementary School

---

(2.25) the SIT feels the primary cause for the low rating is due to the lack of administrators creating PLC teams to assist in school improvement and decision making. It was also noted that PLC should be developed that focus in instruction, curriculum, assessment, and data reviews.

### DEMOGRAPHIC DATA:

Olivet is a rural community in a small college town. Many of the students attending Olivet Schools come from rural areas surrounding the community. School enrollment grew after passage of "Schools of Choice" legislation that allowed parents to choose Olivet Schools for their children even though they reside in another school district. The population of Olivet is approximately 1,605 (this and following data from the US 2010 Census), with about 426 households, and it is a relatively young community with 47% of the residents between the ages of 18-24 and an additional 15.9% of the population between 25-44. Approximately 31% of the households have children under 18 years of age and approximately 38% of the households are married couples living together. The community of Olivet and Olivet Schools have a population that is approximately 90% Caucasian with less than 10% representation of any minority group.

Fern Persons Elementary School is a Pre-K - 3 building with 445 students. Approximately 50% of the students qualify for free or reduced lunch. A challenge for the school is addressing the needs of students who face economic disadvantage and closing the achievement gap between the top 30% and the bottom 30% in student achievement. There are no migrant students and demographic analysis found that there were too few students in any racial or ethnic subgroup to allow for meaningful analysis.

# of students (preK - third grade) - 435

# of students with free and reduced lunch - 50%

# of students with an IEP - 49

# of students that moved into our school during the 2013-14 school year - 50

# of students that moved out of our school during the 2013-14 school year - 37

# of students with office referrals - 65

# of students that have been gone ten or more days - 71

### Conclusions:

1. Content Areas/Subgroup Concerns: In reading, the trend for economically disadvantaged is down from 16.1% (2011-12) to 12.8% (2012-13) based on the MEAP. Our team has determined that we need to improve differentiated instruction, get better at identifying students with the greatest academic need, and provide more quality interventions. In 4th grade writing the trend is up 6.7% and in 3rd grade our trend is down 6.9% for our economically disadvantaged population based on

the MEAP. Male and female subgroups show no trend. Our School Improvement Team has found the lack of curriculum alignment, lack of common scoring of benchmark assessments, and a lack of classroom emphasis on conventions and grammar as needs to be addressed.

In math, the trend for economically disadvantaged and gender is steady. In 3rd grade there is a 9% increase based on the MEAP. In order to improve our math scores, our team recognizes that we need to have a better aligned curriculum and assessments that match and we need to provide more differentiated instruction using Math Recovery.

We feel that our intervention system that is in place has been steadily improving. While our RTI structure is not based on whether or not a student is economically disadvantaged, many of the students who benefit from this program do fit the criteria of being economically disadvantaged. As a result, we are hoping to close the gap of economically disadvantaged group with the rest of the student population.

Trend data has not been gathered for Science and Social Studies in the past. We will start tracking this data with the 2014-15 school year. However, we still identified a few areas that need improvement in each content area. For SS, the team determined there was a need for updated common assessments and more opportunities for students to read below grade level texts on SS concepts when appropriate. In science, we recognize that we have very few ways to support students who struggle with science concepts based on unit tests.

2. Demographic Trends: At FPE, students who qualify for free and reduced lunches have increased slightly in the last five years. We have gone from 47-48% to currently 50%. We also have 71 students who have missed more than 10 days of instruction. This is a subgroup that often falls below the proficient academic standards and can receive interventions.

3. Perception Data: We can conclude from our data that overall, parents feel that FPE is a safe building and character education is recognized by parents. Our lowest area, indicated that parents didn't feel that rules were not consistently enforced. This will be addressed in

our parental component, as well as making sure that our handbook is updated, provided to all parents in the beginning of the school year and principals, student service coordinator, and teachers use the same consequences for listed behaviors. Students feel safe in our building yet need to hear more often from staff that we are interested in how they feel about school. We can address this by just increasing staff awareness so they ask students on a more frequent basis. Teachers indicate that our assessments and data management are in place. However, teachers felt that how grades were determined and reported were inconsistent. This will be addressed by the district in the 2014-2015 school year by revamping our K-5 report cards. We are moving into standards based reporting on new report card, which will allow teachers continue to develop common formative and summative assessments that will address specific skills/standards in each subject area. Teachers will use these report cards beginning in November 2014 .

### **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 goals are consistent across content areas: All students will be proficient in all academic areas. These goals must not be confused with measurable objectives that are used to chart progress from where we are to where we want to go. Our goal is to try and meet the learning needs of all students. Our objectives, on the other hand, are SMART based, (specific, measureable, achievable, relevant, and time-bound) and use research based strategies to attain them. Complete goals, objectives, strategies, and activities are detailed in the School Improvement Plan.

The following is a summary of strategies that that were identified after conducting the comprehensive needs assessment (using multiple sources of data identified above) which revealed achievement gaps, probable causes for those gaps, and researched based ways to close them. These can be grouped into the following broad categories; professional development to understand and implement strategies, using differentiated instruction in all classrooms, providing timely and appropriate interventions for those students who need them most, and developing and refining curriculum to best meet student's learning needs and preferences.

Reading: Professional development will be provided for all teachers to improve reading instruction and follow-up coaching will be provided to develop skills for differentiating instruction, identifying students with the greatest academic need, and providing interventions to students. An interventionist will work directly with students with the greatest academic need. Extended learning opportunities will also be provided for these students. This will result in more effective interventions in the classroom for students who need them most, a priority need identified in the needs assessment.

Mathematics: Teachers will meet on a monthly basis in PLCs to collaboratively discuss curriculum and common assessments. In addition, teachers will receive professional development in Math Recovery as well as coaching from a math coach through our local ISD as needed. Extended learning opportunities will also be provided to students who are below grade level. These opportunities will be offered before, during, and/or after school. This will result in improved identification of student needs and providing timely and appropriate interventions in the classroom, a priority need in math.

Writing: FPE will be adopting and implementing the MAISA writing curriculum for grades K-3. Professional development and coaching will be provided by our literacy specialist. This will include collaborative scoring on benchmark writing pieces, improving instruction in grammar and conventions, and collecting data to monitor growth. Teachers will also meet quarterly with the principal and literacy specialist to review student process based on writing prompt scores. This will result in delivering a more effective curriculum in the classroom with improved data monitoring to identify student needs and address them, a priority need in writing.

Social Studies: As grade level PLC's, teachers will be using common social studies assessments from the Calhoun Intermediate School District. Teachers and interventionists will also be using text that cover social studies material for reading intervention times when appropriate. The text will be at each student's individual reading level. This will result in improved social studies instruction in the classroom that matches student reading ability.

Science: Teachers will provide students with as many hands on experiences as possible. Sometimes this will be in class. Other times this

may be on a field trip. Students who score in the bottom 20% of their class on the unit assessments will receive additional instruction on the specific content that was not grasped. This will result in improved science instruction in the classroom as well as provide experiential science learning opportunities.

Multiple sources of data - classroom assessment, MEAP, NWEA, unit assessments, bench mark reading and writing scores were all used as we looked at student achievement , including sub group analysis, to address our needs. Research based strategies were developed to address our needs after exploring multiple options.

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

Our goals will address the needs of all students with particular attention paid to providing extra academic help for those with the greatest need. Professional development, coaching, and in class support will be provided to all general education teachers to more effectively differentiate instruction, identify students with the greatest academic need, and provide interventions. Using student achievement data, Tier II students will be identified and provided additional support in math, reading, and writing through interventions provided by a specialist, extended day, and extended year opportunities and support. Each goal has at least one strategy that is devoted to serving students who are disadvantaged. Specific Tier II activities include:

Math: Extended day with interventions, family math night (parent involvement), Math Recovery program, teacher coaching to improve interventions.

Writing: Extended day with additional writing opportunities.

Reading: PD for teachers to use data to identify students with the greatest need, specialist interventions, extended day, increased parent involvement and literacy nights.

Science: Experiential learning to accommodate different learning styles, additional and individualized instruction. Additional support for students in bottom 20% on unit assessments be provided by using leveled science reading materials that match their reading level and individualized conferencing with the student to ensure comprehension.

Social Studies: Students in reading interventions will be exposed to texts at their reading levels that will deal with social studies concepts and material.

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

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

Each objective has two or more strategies and at least one of these strategies is focused on increasing the academic performance of all students.

**Reading:** All students will be benchmarked three times per year using the Fountas and Pinnell reading assessment. This information, along with monthly running records, will be used to determine each student's next instructional step. Students will read books that are at their independent text levels and work on skills that are specific to their needs. This could happen in whole group instruction, guided reading groups, or during independent practice time. Whole group mini-lessons will be done based on classroom need. For example, if two thirds of the class is struggling on ending sounds, the classroom teacher will focus on that during a whole group mini-lesson.

**Math:** Teachers will implement math curriculum aligned with CCSS. All students will benefit from targeted instruction to address grade level content expectations. All teachers will work collaboratively with math curriculum leader and math coach to create, administer, analyze and score end of unit and quarterly assessments. These assessments will measure student growth toward the mastery of GLCEs and CCSSs for math while also identifying those at-risk students in need of intervention or remediation.

**Writing:** MAISA writing units will be executed in all classrooms grades K-3. All students will benefit from the curriculum being aligned from grade level to grade level, and classroom instruction for students will be clear and sequential. Students will be assessed quarterly to track progress and determine next steps for whole group instruction. All students will also benefit from more effective classroom writing instruction as a result of coaching provided by our Literacy Specialist to classroom teachers.

**Social Studies:** Teachers will meet and plan collaboratively within grade level teams to successfully implement the social studies curriculum in PLCs. This will result in more effective and uniform social studies instruction within and across grade levels. All students will have the opportunity to participate in research and experiential learning outside of the school. For example, 2nd grade students will interview family members and other community members to make a family and/or community timeline. Third grade students will have the opportunity hear a living history presenter explaining the typical day in the life of an 1800's Michigan logger.

**Science:** We will use a common science curriculum, materials and assessments developed by the Battle Creek Math and Science Center. All students will be exposed to multiple hands-on experiences with the grade level units.

We will provide coaching and other support to ensure that Tier I instruction is being supported. Aligning our curriculum and scope and sequence to CCSS within each grade level and across the school through PLC's and professional development will assure all students reach State standards.

### **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).**

For our ELA methods and strategies we relied on the research of Richard Allington and Mike Schmoker, using a common curriculum, matching instruction and interventions, increasing intervention time and focusing on specific needs of students. In math, we used Schmoker's

Results Now to differentiate math instruction to specific skill areas and monitor and evaluate regularly to plan future instruction. Math Recovery will also be used to implement and evaluate.

and observational data. Follow up PD and plans will be implemented through classroom coaching and debriefing with teachers and grade levels. All PD and coaching will be dependent upon need based on this data. PD will include content development, curriculum development, scope and sequencing and instructional approaches. This strategy draws from research that shows the benefits of curriculum development and necessity of PD for staff to implement it with fidelity.

A key strategy for improving the quality of instruction is to offer timely and effective interventions. Students who are at risk of failing to meet the state core curriculum in reading receive support from Title I funded interventionists. The interventionists will provide remediation and support through daily additional independent practice. For example, the teacher identifies a specific area or skill that the student is struggling with. Then the interventionist works with that student on that specific skill until the student demonstrates mastery with that skill. Children may be in an accuracy (word decoding), a comprehension, fluency, vocabulary or a combination of interventions. Interventions are held five times a week for 20 minutes a day for those students that are at risk for failure. The groups are flexible and students rotate out once they master the skill being practiced.

A strategy to improve both the quantity and quality of instruction is to provide additional hours of learning and additional learning opportunities. Students with the greatest academic need in reading and math, in kindergarten through third grade are offered an opportunity to attend extended day learning (before or after school) programs. This will consist of additional targeted instruction for one half hour four days a week.

Students at risk of failing K-3 are offered an opportunity to attend 10 four hour days of an extended school year. Additionally, targeted students will be offered the opportunity to come in before and/or after school to receive additional leveled reading using RAZ Kids and Accelerated Reader. For students unable to attend extended year, books will be mailed out over the summer to targeted families to encourage reading at home.

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

For our ELA methods and strategies we relied the research of Richard Allington in *What Really Matters in Response to Interventions* (2008), using a common curriculum, matching instruction and interventions, increasing intervention time and focusing on specific needs of students. In math, we used Schmoker's *Results Now* (2006) to differentiate math instruction to skill specific areas and monitor and evaluate to plan future instruction. Math Recovery will also be used to implement and evaluate. Through immediate identification in September using assessment data and ongoing monthly monitoring assessments and benchmark assessments in January and May, students who need academic support (including those who are economically disadvantaged, which is our identified gap) will receive daily interventions in groups of two or three, which will increase the quantity of instruction. Groups will be fluid based on achievement data. Interventions will also increase the quality of instruction, because students' particular needs will be identified and focused on during instruction. FPE will also be increasing instructional time through extended day and extended year programs, using the same identification process.

We chose these strategies to address the causes for the gaps determined in the comprehensive needs assessment. As a School Improvement Team we looked at a variety of research based strategies and used John Hattie's, *Visible Learning*, to help look at effectiveness of approaches.

### **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.**

Using common assessment data to determine individual student's needs and next steps in reading, writing, and math, will allow teachers and the interventionist to provide individual/differentiated instruction based on needs that may differ from the general ed whole group instruction. These students will also be monitored and evaluated to plan for further instruction. Extended day opportunities, daily interventions, summer reading programs, Accelerated Reader, RAZ Kids and Math Recovery will ensure instructional support.

All students, K-3rd grade are given a baseline math and reading diagnostic/screener at the beginning of the academic year and twice again throughout their current grade level. Students are then identified as potentially needing academic interventions based on data from the academic screeners. This information along with teacher input, classroom data, and standardized test data, are used to determine student need.

Students are assigned to small intervention groups, 1:1 - 1:4 ratio, based on skill/area of need. Intervention groups meet five days per week for 15-20 minutes daily. There are six interventionists, using both push in and pull out services in the areas of literacy and math. Students are progress monitored on a bi-weekly basis to determine the effectiveness and/or continued need of the intervention. Each intervention is assessed to meet the needs of each student. Interventions that are not working are changed (activities, length of time, number of times meeting per week).

Differentiation has been a point of emphasis for Tier I instruction. Teachers have been asked to look for "next steps" for the student to continue to progress in reading, writing and math. Each classroom has a leveled library so that students are reading books at their level. Each teacher is also expected to keep a "class progress sheet" that has current levels and next steps in both reading and writing. Math assignments are also differentiated by implementing math "Cafe style" groups targeting specific math skills. However, we intend to enhance this process in literacy in the 2015-16 school year. Tier II and III identified students are also addressed in co-taught classrooms with a special education certified teacher and academic interventionists.

Extended day and year opportunities, Accelerated Reader (Online Leveled Reading Comprehension Assessment), RAZ Kids (Online Leveled Reading) and Math Recovery are other ways that students who have been identified with a need for academic support receive interventions, which will provide both an increase in quality and quantity of instruction. For those students who were not able to attend extended year, leveled books were also sent in the mail to the students at their home in the summer, in hopes of slowing the "summer slide".

FPE (K-3rd) does not currently have specific interventions in science or social studies. However, we are addressing the needs of students that we have identified below grade level in these areas by instructing in content area (nonfiction) reading and writing strategies in our ELA interventions. Teachers conference with individual students to ensure comprehension of content. Content area reading strategies will impact students' science and social studies growth as they move into 4th and 5th grades.

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

The school determines if students' needs are being met through the analysis of student assessment data as well as a student perception survey. The assessment data comes from a variety of sources, including teacher developed tests, district assessments, informal classroom assessments and standardized assessments, and teacher observation based upon objective criteria. Consistent monitoring is done on a daily basis.

Student progress is reviewed by grade level teams, within PLCs, through the child study process (which involves a team of school staff and the parents), and conferences between the building administrator and individual teachers based on student achievement goals. PLCs will

## School Improvement Plan

Fern Persons Elementary School

---

review progress on a monthly basis. Grade level teams meet on a weekly to bi-weekly basis. The child study team meets on a bi-monthly basis. The building principal meets at the beginning and end of the year with each teacher to set goals related to student achievement as well as evaluate how the gap was closed for those students at the end of the school year.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All paraprofessionals at Fern Persons are highly qualified and meet the requirements as determined by NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All teachers at Fern Persons are highly qualified and meet the requirements as determined by NCLB requirements.	

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

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

We have two new teachers to our building this year. One teacher is transitioning from her 4th grade position to a 3rd grade spot at our building. The other is a new hire. She comes to us with one year of teaching experience in another district.

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

For the 2015-16 school year our current teaching staff has two teachers that have been teaching 0-3 years, seven teachers 4-8 years, three teachers 9 - 15 years, and 13 teachers 15+ years.

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

Olivet strives to attract and keep high quality teachers through a variety of both incentive initiatives and maintenance of a quality and supportive school culture. While this is true at the district level, it is true at the school level as well. Our school has a positive community and family atmosphere. Every person has value and purpose.

The school has made a point of maintaining small class sizes and providing paraprofessional support across all grade levels, which is influential in maintaining and attracting highly qualified teaching staff. The school also implements a character education program beginning in kindergarten and running through eighth grade. This targeted character education curriculum creates a school community that is positive, respectful creates a positive bond between teachers and students and minimizes behavior and discipline issues.

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

Olivet has a supportive surrounding community that has a very positive relationship with the school community. The small town atmosphere of the wider community is reflected and maintained within the school system, thus attracting and maintaining high quality staff who value this culture. Olivet is an attractive district to teachers as evidenced by the fact that we have had several teachers at the high school, middle school, and elementary school levels who left positions in neighboring districts to join our staff.

District level teacher incentive policies that attract and maintain high quality teachers include a zero staff layoff rate over the past fifteen years, tuition reimbursement for higher education classes taken by teaching staff, competitive salaries and step wage increases as compared to local districts in surrounding counties, and a historically positive relationship between the school union and school administration. The Olivet district maintains high academic standards in all content areas. This deliberate goal helps to attract and maintain a high quality teaching staff. The district consistently has competitive or higher standardized test scores as compared to state averages.

**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?**

NA

## 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.

16 out of 20 classroom teachers have been trained in Math Recovery, training provided by the Calhoun ISD. This training will be reinforced moving forward. This is consistent with our needs in addressing differentiated instruction, identifying students with the greatest learning needs, and providing interventions.

All four grade level teams have completed Effective Literacy classes over the previous three years also provided by the Calhoun ISD. PD to identify student needs and differentiated instruction will take place in 2015-16.

We have provide in-house PD from our literacy specialist. She provides Tier I coaching in both reading and writing and follows up group PD sessions by working in the classroom individually with teachers to build understanding and skills. She has also done PD on holding kids accountable for conventions within the classroom. These PD activities will build capacity to effectively addresses the identified classroom needs and strategies of differentiating instruction and providing appropriate interventions.

She has also offered, and will again offer, several after school one hour PD sessions on various topics to respond to teachers' emerging needs and requests for PD. Several sessions of technology PD have also been provided on a number of topics by our director of instruction and this will continue. Technology is used with some programs to provide interventions as well as serve as a tool for inquiry based research. During our comprehensive needs assessment we have identified math, reading, and writing as areas of need for professional development. Our overarching strategy recognizes a need to apply a consistent strategy across curriculum areas: effective curriculum development, differentiated instruction, and timely, effective, and appropriate interventions.

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

We have a minimum of 30 hours of PD provided during our school year. This allows for on-going PD to take place at strategic times throughout the school year. It also allows for adaptability as needs arise. Literacy coaching in the classrooms allows for accountability and support of the ongoing professional development.

There are monthly PLC meetings for both ELA and Math. In addition each grade level will meet for six hours during the summer to complete scope and sequence for ELA.

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

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

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

Parents were recruited to serve on the school improvement team and two parents volunteered to participate. In addition, three of the staff members participating on the team are also parents of students. These parents participated in each of the school improvement meetings as well as parent committee meetings to work on the Parent Involvement Plan (PIP) and Parent Compact. The two parents who are not also staff members were the primary developers of the PIP and Parent Compact and they worked with other team members, especially administrators, to determine viable options for fulfilling the requirements in the PIP.

The parents were also involved in the entire school improvement process and review of the previous School Improvement Plan (SIP) using the MDE program evaluation tool. Parents were also involved in the data reviews which included student achievement data (MEAP, Fountas and Pinnell (F&P), Northwest Evaluation Association (NWEA), perception data (parents, students, and teachers), demographics (enrollment, teacher's years of service, incoming/outgoing enrollment), Student Process Rubric (data collected from teachers). Ongoing data collection will be incorporated into staff meetings next year.

Parents were instrumental in the development on the SIP by providing insights about how the school can connect more with parents and more efficiently and effectively provided information and services to our parents. The parents on the committee were key contributors and leaders in the development of the PIP and Parent Compact. Our parent members provided suggestions for increasing parent involvement and they proposed the creation of a Parent Advisory Committee, which will be created in the 2014-15 school year and serve as another connection for parents.

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

As we implement the schoolwide plan, improving our parent connection will be a primary focus. To do this our plan will be made readily available for review through our school website and paper copies will be available to be checked from the school office. Our school will also make data available to parents including: student achievement data, perceptions data, and demographic data. In addition to making the information available our school will also solicit feedback and provide clarifications concerning decisions related to schoolwide reform strategies, developing, attracting and retaining highly qualified staff, needs for professional development, increasing parent involvement, assessments, feedback and assistance. We recognize the need and responsibility to continually reach out to parents and solicit participation and input. Our school will use multiple resource to do this and increase parent connections including: Parent Advisory Committee, PTO, parent information meetings, back to school open house, parent conferences, learning nights throughout the school year, Title I information meetings, and various publications. Through these activities parents will actively participate in implementation of the schoolwide plan.

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

Parents were involved in the review of the previous SIP using the MDE program evaluation tool and by participating in the comprehensive needs assessment. It was easily determined that major worked needed to be done to the SIP, so very little came out of the review of lastyear's plan. Using feedback from the MDE Program Evaluation Tool, parents and all members of the SIT were able to more effectively  
SY 2016-2017

# School Improvement Plan

Fern Persons Elementary School

design the current plan submitted for the 2015-16 school year. In the future our school will continue to use the program evaluation tool and solicit more feedback from parents by making the SIP, Parent Involvement Policy (PIP), and comment forms available, notifying parents of availability, and requesting feedback. In addition information sessions will be provided during the fall open house. Following is a description of the methods for gathering information from parents.

1. Post SIP - post a link to the plan on the OCS website and OMS Facebook page, with a way to comment via google form. (August 2014)
2. Copies of SIP - copies of the School Improvement Plan will be available in the OMS office, with comment forms available for collecting feedback.
3. Fall Open House - Parents will be informed of the SIP and the need for parent feedback. Highlights of the plan will be presented and parents will be informed ways to access the SIP and comment forms via google forms or paper pencil forms in the OMS office.
4. Parents will be notified via classroom, school, and district newsletters of accessibility of SIP and methods for evaluating and commenting on the SIP.
5. Partner and collaborate with the PAC to solicit and gather information through a different venue that the parents identify as most effective.
6. School personnel will be available to talk to parents and will actively solicit feedback during conversations and interactions that occur during conferences, meetings, and other opportunities for discussions.

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	Fern Persons Elementary has a Title I Parent Involvement Policy which addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f). The PIP was developed jointly with parents, teachers, and administrators. A copy of the Title I Parent Involvement Policy is attached here and to this Schoolwide Title I-A Plan in the School Additional Requirements Diagnostic.	

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

Fern Persons Elementary School shall:

1. (1118 E 1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress by:
  - a. Holding Fall Open House during which each classroom teacher addresses curriculum standards, tools for student success, and ways in which parents can academically support their child throughout the year.
  - b. During fall open house principal will give an overview of what it means to be a Title I School, the basic requirements of Title I, and the rights of parents to be involved in their child's education. During this session parents will be made aware of resources the district is providing and how parents will be can become more involved.
  - c. Providing on-line access, training, and support to parents regarding the use of Parent Portal, the parent web-view of their student's grades and academic progress.
  - d. Inviting parents to two formal parent-teacher conferences each year. One conference shall be held in the fall, the second in the spring. Student's academic progress will be shared with parents at these conferences.
  - e. PAC Meetings - Parents will be invited to participate in a quarterly PAC meeting (scheduled according to availability, both daytime/nighttime meetings offered) focused on academics.
  - f. Parent Appointments - Parents may schedule an appointment with a teacher at any time during the school.

## School Improvement Plan

Fern Persons Elementary School

---

- g. Progress Reports - Teachers will provide progress reports in between report card markings as needed; for students with IEP goals (quarterly) and students participating in RTS interventions (monthly).
2. (1118 E 2) Provide materials and training to help parents work with their children by:
- Provide parent resources and informational sessions at Literacy and Math Nights.
  - Provide Parent resource packets in the main office with information and tips for parents, while maintaining these electronically on the school's website as well.
  - Sharing with parents the on-line curriculum resources their children can access from home, and training on how to use those on-line curriculum resources.
  - Create Parent Resource page on the district webpage containing resources and links to important topics for parents including: curriculum resources, parenting newsletters, how to help at home, etc.
  - Provide information and updates through classroom, building and district newsletters.
  - Parent Empowerment Trainings - Student Support Services Coordinator will provide annual parenting training on topics such as conflict resolution, healthy communication, behavior management, etc.
3. (1118 E 3) Train staff to build effective parent involvement by:
- With the assistance of the Parent Advisory Committee (PAC), and Parent Teacher Organization (PTO), all staff will receive a presentation at a back to school PD day on the value and need for increasing parent involvement. The purpose of this activity is for teachers to hear directly from parents the needs they have and desire for parent involvement. The activity will continue with small groups creating plans and activities to increase parent involvement.
  - Further development of activities and plans for increasing parent involvement will continue during building and grade level PLCs. Additional resources will be used during this development these activities such as PTA,
  - The school will work with the PAC over the year to coordinate parent programs and address needs of parents.
  - Providing staff with information and tips regarding what to discuss and how to discuss necessary items with parents during parent teacher conferences and open houses.
  - Training staff on the use, and support of the use, of available parent resources (Parent Portal, on-line curriculum resources, etc.).
4. (1118 E 4) Collaborate with other programs to coordinate parent involvement by:
- When appropriate FPE will coordinate parent involvement opportunities with GSRP, and Wee Ones (local pre-school). FPE will also integrate with these programs to gather student data of incoming students.
  - Partnering with other school-wide buildings within the district to increase resource efficiencies and to provide parents with increased access to a greater variety of parent programs.
  - Partner with Parent organizations: PTO (activity based organization), PAC (advisory committee), and other clubs.
  - Partnering with local organizations: Lions Club, Olivet College, FFA, Bikers for Books, etc.
  - Collaborate with local preschool, Wee Ones, to provide parent involvement opportunities.
5. (1118 E 5 and 1118 F) Provide information in a format and language that parents can understand and provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children by:
- Providing access to translators and interpreters for spoken and written language using VOCES in Battle Creek Michigan to assist parents with limited English proficiency, and parents of migratory children. VOCES provides telephone and face to face services.
  - Provide readers for parents unable to read documents and reports provided to parents. This may be due to visual impairment, or inability to read.
  - Provide enlarged documents for parents with visual impairments.
  - Provide written correspondence or sign language interpreters for parents with hearing impairments.
  - Appropriate readability: increase accessibility to information by using appropriate reading level such that newsletters/correspondence will be written at 6th - 7th grade reading levels using Microsoft Word.
  - Other accommodations will include appointments scheduled with teachers or administrators at any time during the school year with accommodations available for parents including child care, transportation, communication support, or a home visit.

## School Improvement Plan

Fern Persons Elementary School

---

- g. Documents will be translated into formats and languages that parents can understand.
  - h. Maintaining handicapped accessible buildings.
  - i. Providing access to, and coordination of, transportation, and other support services, with the district's homeless liaison office, providing opportunities for all parents to participate in school activities.
  - j. Accommodate parents with mobility challenges and home visits are offered to any parent who is unable to travel to the school to attend a function or for a meeting.
6. (1118 E 14) Provide other reasonable support for parent involvement as parents may request by:
- a. Parents will be invited to attend conferences with the classroom teacher two times a school year, scheduled according to their availability. Teachers will use this time to solicit feedback and questions regarding their class as well as the school.
  - b. The school will maintain open lines of communication via the web, email, parent portal on grade book, the phone system, newsletters, and reaching out at community events.
  - c. Regularly surveying and soliciting input from parents regarding their needs. The teachers provide opportunities for feedback and questions in weekly student folders and classroom newsletters.
  - d. Additional opportunities for gather input and questions will during parent teacher conferences, when reports are mailed home, and other events involving parents such as math night, literacy night, band and choir concerts, and athletic events.

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

The first step in the evaluation of the parent involvement component of the schoolwide plan is to make the PIP and SIP accessible to all parents as described in the previous sections and to actively solicit immediate feedback from them as described in previous sections. There will a be regular and ongoing opportunities for parents to comment on the plan and provide feedback about its implementation through parent comment forms, surveys, Title I parent meetings and the Parent Advisory Council. Parents will also be provided a survey when we complete our comprehensive needs assessment that will include questions about the implementation of the PIP. Parents will participate in comprehensive evaluation of the schoolwide plan through participation on the SIT.

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

Information collected from the comment forms, parent surveys and PAC meetings, in addition to parent and teacher surveys, will be used during the next comprehensive needs assessment and analyzed by the school improvement team, which will include parents. This data, and sources listed in the previous paragraph, will also be used in evaluation of the SIP and in the comprehensive needs assessment used to crate next year's plan.

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

The school-parent compact was developed by a committee comprised primarily of parents and administrators. The process included revising and updating the current compact with a stronger influence of parents. The committee also reviewed other compacts for additional ideas. The compact was then agreed upon by the entire School Improvement Team.

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

The Parent Compact is presented and discussed at the annual fall Title I Parent Meeting. This will provide parents an opportunity to ask questions or seek amendments to the compact. Teachers will review the compact at the beginning of the year with students and it will be integrated with the class contracts. At the first fall parent- teacher conference, the compact is presented to parents, discussed with the teacher, and signed. If parents do not attend conferences, teachers will have phone conferences with parents to review. At the conclusion of the phone conference arrangements will be made to collect a parent signature.

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

NA

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

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

We have been very intentional about putting our report cards in parent-friendly terms. Parents also receive reports on how their students performed on both the NWEA and MEAP tests. These results are gone over at conferences and parents are invited to ask questions about anything they would like clarified. Our teachers and administration also have an open door policy to answer any questions that parents may have regarding their son or daughter's academic progress, and parents are informed about this policy in the Fall Title I Meeting. In addition clarification documents will be provided for parents to better understand the reports they receive.

Increased accessibility to information will be done by using appropriate reading level such that newsletters/correspondence will be written at 6th - 7th grade reading levels (as determined by using a computer software program). When necessary, critical documents and/or conversations will be translated verbally/visually for parents. Other accommodations will include appointments scheduled with teachers or administrators at any time during the school year with accommodations available for parents including child care, transportation, communication support, or a home visit.

## **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?**

Fern Persons Elementary has a transition program that we run in August each year called LEAP. Students attend the school for five days from the beginning of August and are exposed to all aspects of the school including the lunch room, the playground, the gymnasium, etc. This program is designed to not only get students acclimated with the school, but is also used as a way to make informed decisions for classroom placement in the fall. Our average attendance over the past three years has been just under 90% of our incoming kindergarten students.

In addition we provide an annual Kindergarten Round Up. This format involves, K staff taking two days in the spring to schedule individual meeting times with each incoming kindergarten student and his/her parents to do hearing/vision screening, collect student information, have some independent time for students to interact with teachers and allow teachers to collect some screening data from each student in a one on one setting. Time is allowed for parents/students to ask any questions or voice any concerns they might have. Information sheets, math and phonetic games, books and readiness activities are also given to parents/students to help prepare them for the transition in the fall.

FPE's Student Service Coordinator also spends time in all K rooms, especially in the beginning of the school year, to aid with any transitional issues. This provides for additional between students, staff and parents. All of this is in addition to our spring kindergarten informational meeting and registration night, pre-school fieldtrips to our K classrooms in the spring, K Open House in the fall before school starts and open summer library hours, which are all ways FPE strives to connect to our preschool age population.

### **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?**

We have a kindergarten parent meeting in the spring each year where parents are informed of the expectations for our kindergarten students throughout the school year. Parents are encouraged to sign up for ASQ screening. Our preschool teacher is a part of our staff and has regular conversations with our kindergarten teachers. She is able to relay those expectations as she sees parents on a regular basis at pick up/dismissal times as well as through parent-teacher conferences that take place twice a year. In addition, the preschool teacher and assistant teacher both make one hour pre and post home visits with each preschool families. FPE's Student Service Coordinator also spends time in all K rooms, especially in the beginning of the school year, to aid with any transitional issues. Our district's instructional coach, in combination with our ISD's coaches spend time with both K and preschool teachers aligning curriculum, assessments and bridging expectations from preschool to kindergarten.

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

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

Teachers have multiple opportunities to have input in which academic assessments are used here at FPE. Teachers meet monthly in PLCs with a principal/academic coach for 40 minutes twice a month. In addition, bi-monthly staff meeting time is allowed for discussion of assessments. In addition, three times per year writing is commonly scored and input is collected on the rubrics and/or prompts used.

Professional development days during the year also address assessments when developing curriculum. Finally, group and individual data conferences in literacy and math occur at least three times per year with principal and academic coaches, where assessments are discussed and input collected. All teachers have access to an academic coach who collects any feedback on assessments and follows up as a result of emails and/or coaching conversations.

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

Teachers have multiple opportunities to analyze student achievement data here at FPE. Teachers, administrators and coaches use a common database (Data Director) to allow everyone access to the data. Teachers meet monthly in PLCs with a principal/academic coach for 40 minutes twice a month, summative and formative data is collected, discussed and instructional planning occurs by grade level. In addition, bi-monthly staff meeting time is allowed for discussion of school wide data and trends. Next instructional steps in reading, determined by running records are turned in monthly to a literacy coach. In addition, three times per year writing is commonly scored with a literacy coach. After rubric scores are determined, next steps are developed by each teacher to use for classroom instruction.

Professional development days during the year also address grade level and school wide data and trends. Time is allowed to address these trends with professional development on the needs that surfaced from data analysis. Ongoing, in-class support to apply these strategies to instruction is provided to teachers by instructional coaches. Instructional coaches also work with interventionists, analyzing data that is collaborated with the gen ed teachers. Finally, group and individual data conferences in literacy and math occur at least three times per year with principal and academic coaches, where data is discussed and analyzed. Instructional strategies are also suggested, based on data analysis. Informally, all teachers have access to an academic coaches, who provide support based on teacher requests, as well.

## **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.**

All students, K-5th grade are given a baseline math and reading diagnostic/screener at the beginning of the academic year and twice again throughout their current grade level. The district uses Math Recovery Screeners and Diagnostics. In ELA we use MLPP diagnostics, district writing prompts and Fountas and Pinnell benchmark systems. Students performing below benchmark at any given time during the year may require additional assistance in one or more focus areas. District assessments in science, social studies are also administered quarterly in all grade levels and can influence the need for interventions at both a Tier I and Tier II levels. The NWEA and MEAP are also given each school year in multiple content areas in multiple grade levels and results that show students with academic achievement below proficiency in any area are given additional support, either interventions or extended learning opportunities.

Teacher recommendations, attendance records, parent support and students' academic history are also data points that may influence whether students are then identified as potentially needing academic interventions based on data from the academic screeners. Input from students is also a factor if they indicate they are experiencing academic difficulty. Once students are identified and receiving services, three week monitoring assessments, like running records and unit tests, are used to inform progress or lack of. This data is then used to determine if the intervention is working or needs to be adjusted.

### **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?**

At FPE, students are assigned to small intervention groups, 1:1 - 1:4 ratio, based on skill/area of need. Intervention groups meet five days per week for 15-20 minutes daily. There are six interventionists, using both push in and pull out services in the areas of literacy and math. Training on best practices and monitoring for these interventionists is provided by the literacy and math coaches for the district. Students are progress monitored on a bi-weekly basis to determine the effectiveness and/or continued need of the intervention. Each intervention is assessed to meet the needs of each student. Interventions that are not working are changed (activities, length of time, number of times met).

Reading Interventions: During reading intervention, students read texts that are at their reading level based the Fountas and Pinnell reading assessment. Interventionists work with students in small groups and take notes as the students read. Interventionists all work on specific reading skills (comprehension, accuracy strategies, fluency) that are specific to each student's needs. Bi-weekly progress monitoring is used to measure growth. Monthly progress reports are sent home to the parents of the students in intervention.

Math: Math interventions are broken down into components based on grade levels. Kindergarten interventions focus on skills related to number words and numerals and structuring numbers. In first grade, the interventions are focused on structuring numbers and addition and subtraction. Second grade interventions focus on addition and subtraction and place value. Finally, third grade interventions focus on place value and multiplication and division. If students are particularly low, their intervention may focus on one of the categories that is in a lower grade level. Bi-weekly progress monitoring is used to measure growth. Monthly progress reports are sent home to the parents of the students in intervention.

Writing: Most writing interventions take place from the teacher within the classroom. Each teacher has a "status of the class" sheet that lists the next steps for each student as a writer. Teachers conference with students individually and in small groups to provide specific instruction during independent work times.

At this time at the K-3 level, interventions in science and social studies, determined through unit assessments and formative classroom assessments, are provided by the classroom teachers in the form of individual or small group re-teaching or skill work.

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

Differentiation has been a point of emphasis for Tier 1 instruction. Teachers have been asked to look for "next steps" for the student to continue to progress in reading, writing, math, social studies and science.

Each classroom has a leveled library so that students are reading books at their level. Each teacher is also expected to keep a "class progress sheet" that has current levels and next steps in both reading and writing.

Math assignments are also differentiated by implementing math "Cafe style" groups targeting specific math skills. However, we intend to enhance this process in literacy in the 2015-16 school year. Tier II and III identified students are also addressed in co-taught classrooms with a special education certified teacher and academic interventionists..

Differentiation of instruction includes addressing learning style as well as learning needs, and for 2015-16 FPE will offer more experiential learning opportunities and work with parents to help promote effective learning at home and in the community in the way the student learns best.

## **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.**

Administrators and principals and school financial officers meet annually to identify all federal, state and local resources and coordinate and determine how these funds will support the school wide program. The school improvement team is provided with a list of these resources and works collaboratively to integrate them into the school improvement plan.

Services are listed below by funding source. These services are all integrated to provide the best possible educational experience for our students. Taken together, these services form a web, and most are interrelated in some way.

Title I, Part A,

Provide a literacy coach to work with teachers and interventionists, Extended day and extended school year opportunities for below grade level students to work with teachers and interventionists, K-3 Math Interventionist to coach teachers and work with students; leveled instructional reading materials; printing costs for monthly progress reports: stipends for teachers working on Schoolwide transition team; Provide healthy snack to students attending extended day program; Chromebook purchase as teaching material for struggling students as an option of instruction, Subscription of student monitoring system to identify progress of students through Daily Café for instructional staff; Costs incurred for substitute teachers for teachers involved with Schoolwide team meetings; Paraprofessional/Interventionists working one-on-one with identified students; facilitator costs for Schoolwide transition; community meeting activities.

IDEA/Special Education:

As a local school district in the consortium of Calhoun Intermediate School District, Olivet provides an operation of a special education program and services. The district is currently reimbursed by the ISD at 85% of approved costs (less any state funding).

Title II, Part A:

District K-12 Director of Instructor provides professional development activities that improve the knowledge of teachers and principals in content knowledge and classroom practices. The literacy coach works with grade level teams and the principal to support the focus on professional learning to improve student reading and ELA performance. It provides for five teachers and two administrators to attend the MiELA Network Institute, provides funding for core subject area teachers to attend training on curriculum and instructional shifts caused by Common Core State Standards, Next Generation Science Standards and Social Studies C-3; provides substitute teachers for six teachers to attend Math Recovery training; provides substitute teachers for math teachers to attend training on unpacking and aligning math curriculum to the Common Core State Standards; provide funding for the math coach to work with K-3 teachers.

Great Start Readiness Program (GSRP):

Provide to house sixteen Head Start eligible children in our district facilities and provide for their education, nutritional and developmental needs. This includes providing a consistent and a high quality preschool program geared to the developmental stages of the enrolled children. Serve Sixteen four-year old children in our district for the school year in the Great Start Readiness Programs with the minimum of 125 days of instruction. These children must qualify using the Birth to Five Services Application.

Section 31a At Risk:

Provide supplementary instructional and pupil support services to students who meet the at-risk criteria as follows: low achievement on MEAP tests in math, reading or science; failure to meet core academic curricular objectives in ELA or math or the presence of two or more risk factors. The supplementary instruction includes four paraprofessional, extended day and extended school year teachers  
SY 2016-2017

## School Improvement Plan

Fern Persons Elementary School

---

and para-professional, and a student support specialists.

Nutrition Programs (Free & Reduced lunch, breakfast, snack, summer feeding), Other Nutrition (Healthy):

Olivet Community Schools participates in the National School Lunch and Breakfast Programs to provide free and reduced meals to child of families who have financial need. We encourage all families to apply for the Free and Reduced Meals Program and offer this application throughout the school year. Olivet follows the dietary guidelines for healthy eating illustrated by ChooseMyPlate.gov.

Based on the Center for Education Performance and Information, the 2013-14 Free and Reduced Eligibility for Olivet Community Schools is 42.2% and Fern Persons Elementary School is 49%. The District has provided the

Summer Food Program at the elementary school for children of the community through age 18 for the past three summers.

Health/Dental/Vision & General Student Welfare:

Eaton Barry Health Department provides sight and hearing screening for all grades in our school.

Foundations and Regional Funding:

Kellogg Foundation provides assistance for Health Summit, Calhoun ISD Mini-Grant, Bikers for Books.

Donations:

The United Way, Olivet Lions Club, Olivet Schools and Community Alumni provide donations for at risk students in the form of clothing, shoes, etc. The Olivet Lions Club annually hosts a Relay Track Meet. Proceeds from the event are donated to the District and other community programs.

General Fund:

The general fund is the primary funding source for school operations. It covers salaries and benefits for staff, buildings and building maintenance, and the vast majority of instructional supplies and materials. In addition to the Title II professional development funding, the general fund budget provides each building of the district with funds for professional development. Other resources from our general fund include teaching curriculum and teacher curriculum materials, All schedule B positions (student council, mentor teachers, fitness coaches, etc.) are funded by general fund.

Parent Groups (Booster Clubs, PTA/PTO):

Active booster clubs include band boosters and athletic boosters and Olivet Parent-Teacher Associations. Athletic Boosters have provided in excess of \$25,000.00 for student athletic needs. Memorial accounts are also available to students to provide athletic and band needs such as costs for camps, shoe costs, band supplies, student athletic scholarships, etc.. Bikers for Books raises funds for books and computers for student learning.

Local Businesses:

Several local Olivet businesses, including Independent Bank and Olivet Pharmacy, partner with the Olivet Chamber of Commerce for a lunchtime tailgate festivity. The high school marching band and football team, along with other students and teachers, join the community members during this lunchtime celebration. The Olivet Lions Club members serve grilled hot dogs donated by the businesses and chamber along with chips, beverages and cookies. Tim's Pizza provides ice cream cones to students meeting reading challenges.

Others:

Olivet Community Schools has partnered with Olivet College in many areas of need for both. This reciprocation document is

## School Improvement Plan

Fern Persons Elementary School

---

currently being drafted. When the college needs a location for an event, the school provides the location when we are able to do so; as well as the college providing meeting or athletic locations at no charge to the district for similar situations. The Olivet College student population provides many hours of assistance in our elementary school classrooms. Several college students have also recently provided help with our Olivet Middle School Math Night where nearly 500 community members were in attendance. Olivet College also provides free tuition to our high school students attending the college as dual enrollment. They realize that if these students have a favorable college experience they will likely end up attending college and many may attend Olivet College as they also provide a community scholarship opportunity for local students. Also: Olivet College football and basketball team players serve as Reading Buddies to elementary students during Fern Persons Literacy Night offered at Fern Persons Elementary. Wellness, a local group, provides a meal, vendors and health speaker to community members.

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

1. Comprehensive Needs Assessment- General Fund and IDEA/Sp. Education
2. Schoolwide Reform Strategies- General Fund, Title I A and Title II A
3. Highly Qualified Staff- Title II A, Title I A, Section 31-A At Risk
4. Attract and Retain Highly Qualified Staff- General Fund, Title I A, Title II A
5. Professional Development- General Fund, Title II A
6. Parental Involvement- Title 1 A
7. PreSchool Transition- Great Start Readiness Project and Head Start
8. Assessment Decisions- General Fund
9. Timely and Additional Assistance- Title I A, Section 31-A
10. Coordination and Integration of Federal, State and Local Resources- General Fund and Title I A

### **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.**

Violence prevention programs - we do not have a specific program for this; however, we do use our character education program to address this.

Nutrition program - our school hosts an annual Wellness Fair highlighting the importance of good nutrition.

Housing programs - our student services coordinator is our school Homeless Liason. He works closely with our ISD officials to make sure that our homeless population is supported.

GSRP preschool - we have 48 four year-olds who take part in our preschool classroom

## **Evaluation:**

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

We will evaluate and adjust throughout the year, and then make a thorough evaluation of the program with our entire school improvement team, including parents, in the spring of 2016 using the Program Evaluation Tool through ASSIST and all diagnostics necessary to complete a comprehensive needs assessment. A team consisting of the building principal, director of instruction, and our literacy specialist is signed up to attend a professional development session on use of the MDE Program Evaluation tool in June. All aspects of the school improvement plan will be monitored through individual and grade level data conferences. All Tier II interventions will also be monitored on a regular basis. Monthly progress reports will be done by our teachers and interventionists to monitor the effectiveness of each intervention that is taking place. The plan and the programs will be evaluated annually. The parent advisory council will jointly participate with the SIT (which includes parents) with the evaluation of the plan and programs.

### **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.**

Current M-Step and NWEA data is used to track student progress as well as the effectiveness of the Tier I and Tier II instruction. However, with this gap in data, we will need to rely more heavily on NWEA and classroom data for next year's group of students. In addition, we will consider the results of the MDE Program Evaluation Tool and input of the parent advisory council.

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

We will use the Program Evaluation Tool through ASSIST to thoroughly evaluate our new and existing initiatives to determine our next steps as we move forward in the school improvement process, remembering to include our parent advisory council. We were introduced to the tool this year, and as a school improvement team, we have been exposed to evaluation strategies used in the Program Evaluation Tool.

### **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?**

After using the MDE Evaluation Tool, findings and conclusions will be discussed by the SIT and the parent advisory council in meetings. This will then be used as part of the comprehensive needs assessment process where demographic, process, perception, and academic achievement data will be presented and analyzed. The Program Evaluation Tool provided a necessary component to measure and understand how strategies are impacting measurable objectives. As a result, the plan will be revised in order to ensure continuous improvement of student academic performance as a result of implementation of the schoolwide program.

# **FPE 2016-17 SIP**

## Overview

### Plan Name

FPE 2016-17 SIP

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Fern Persons Elementary will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$45685
2	All students at Fern Persons Elementary will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$54951
3	All students at Fern Persons Elementary will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$12544
4	All students at Fern Persons Elementary will be proficient in Social Studies	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2650
5	All students at Fern Persons Elementary will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$2300
6	Olivet Community Schools will provide a safe, respectful, disciplined, and engaging school environment conducive to teaching and learning.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

## Goal 1: All students at Fern Persons Elementary will be proficient in math.

### Measurable Objective 1:

90% of Second and Third grade students will demonstrate a proficiency at grade level or one year's worth of growth in Mathematics by 06/16/2017 as measured by the Northwest Evaluation Association assessment..

### Strategy 1:

Teachers will implement math curriculum aligned with CCSS. - All teachers will work collaboratively with math curriculum leader and math coach to create, administer, analyze and score end of unit and district assessments. These assessments will measure student growth toward the mastery of CCSSs for math while also identifying those at-risk students in need of intervention or remediation.

Category: Mathematics

Research Cited: Schmoker, Mike (2006) Results Now, ASCD

In studying, *RESULST NOW*, by Mike Schmoker, we have learned that we need to make frequent use of data collected through common assessments and results that we can as professionals, initiate action research and implement appropriate instructional strategies and interventions as needed.

Tier: Tier 1

Activity - Curriculum Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Once a month, the grade level Math Teams will work collaboratively to discuss curriculum and common assessments. They will examine data from district assessments, end of unit assessments, and student work samples to identify areas of instruction to target, plan interventions, and enrichment for students. Common Core State Standards will be used to guide the curriculum development.</p> <p>Monthly math liaisons and math coordinators will meet to begin development of curriculum using Common Core State Standards as a guide.</p> <p>Teachers will analyze student assessment data to determine areas of weakness and strengths. This information will be used to identify gaps, overlaps, and areas of concern within the curriculum that will be addressed in curriculum revisions.</p>	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	Title II Part A	Troy Waffle, Director of Instruction Brock Peters, Principal Math Curriculum Coordinators and Math Liaisons Math Teachers throughout the building Math Coach

Activity - Targeted Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Fern Persons Elementary School

District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$18433	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach
--	--------------------------	--------	---------	------------	------------	---------	--	--

Activity - Family Math/ Literacy Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Math Family Nights are held to provide parents with ideas and training helping their child with math at home and training them in math technology.  One K-5 Math and Literacy event will be held, that brings families in for an author visit followed by interactive math and literacy activities.	Technology, Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	Title I Part A	Math Curriculum coordinators and liaisons Math Teachers Math Coach Principal Director of Instruction

### Strategy 2:

Teachers will provide differentiated instruction. - Teachers will research best practices around math instruction that focus on number operations and differentiated instruction for the students with the greatest academic need and special education groups. Teachers will collaborate, attend math PD opportunities, receive training in technology integration and engage in training to incorporate the math power standards.

Category:

Research Cited: Marzano, R, Pickering D, Pollock, J, (2001)

Marzano states that once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely and regular feedback to students enhances their learning. Also, feedback should include an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students should understand where they stand relative to a specific target of knowledge or skill.

Tier: Tier 2

Activity - Professional Development in Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Fern Persons Elementary School

<p>All K-5 math teachers will receive training in Course 1, 2, and/or Fractions Math Recovery PD through the Calhoun Intermediate School District.</p> <p>Teachers will be engaged in professional development focused on Formative Assessments and Differentiated Instruction strategies for the classroom.</p>	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1500	Title II Part A	Troy Waffle, Director of Instruction Brock Peters, Principal Math Coach
Activity - Math Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our Math Coach will provide coaching to interventionists and teachers in Tier 1 differentiated instruction. Math Coach will provide coaching to teachers in creating connections between Math Recovery and Tier 1 content.</p> <p>A K-5 Math Coach will work with students who score in the lowest percentiles on the NWEA Math assessments and with those students scoring below grade level. The Math Coach will also provide coaching to teachers and interventionists working directly with identified students.</p>	Professional Learning	Tier 2	Implement	09/06/2016	06/16/2017	\$22752	Title I Part A	Principal Director of Instruction Math Coach
Activity - Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will have access to Chromebooks in the classroom to utilize differentiated math games and activities to help in improvement of skills in deficit areas based on formative assessments and unit pre-tests. (i.e. TenMarks, Think Central, Greg Tang, Dream Box).</p> <p>Additional support materials such as manipulatives will be provided as needed.</p>	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1000	Title I Part A	Under the guidance of our math coach and director of instruction, interventionists and classroom teachers will facilitate the differentiated instruction using Think Central games and activities on the Chromebooks.

## Goal 2: All students at Fern Persons Elementary will be proficient in reading.

### Measurable Objective 1:

90% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency by making a year's worth of growth in Reading by 06/16/2017 as measured by Fountas and Pinnell Benchmark System and/or NWEA scores.

### Strategy 1:

Provide PD/Literacy Coaching Support - Our Literacy Specialist will provide grade level, individual, and district wide professional development training on data collection and use. In class coaching (embedded PD) will also be used.

Category: English/Language Arts

Research Cited: Allington R. (2008), What Really Matters in RTI

Allington advocates for targeted tiered instruction for whole group, small group, and individual instruction based on individual student need.

Tier: Tier 1

Activity - Tier 1 Coaching support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Specialist will provide professional development to staff on a district, grade level and individual level based on current student and observational data. Follow up pd and plans will be implemented through classroom coaching and debriefing with teachers and grade levels. All PD and coaching will be dependent upon need based on this data. PD will include content development, curriculum development, scope and sequencing and instructional approaches.	Professional Learning	Tier 1	Evaluate	08/29/2016	06/16/2017	\$22725	Title I Schoolwide	Literacy Specialist Director of Instruction Principal

Activity - Tier 2 Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Specialist will provide group professional development to the reading interventionists working with students at the Tier 2 level. Professional development will cover learning of reading strategies and teaching techniques, reading programs using technology, including Chromebooks, classroom computers, iPads, etc. (Raz Kids, Reading A-Z, Accelerated Reader and Cafe Pensieve), and monitoring of reading skills, using running records and other reading assessment tools. Individual coaching will occur based on individual need and both student and observational data.	Professional Learning	Tier 2	Monitor	08/29/2016	06/16/2017	\$5226	Title I Schoolwide	Literacy Specialist Director of Instruction Principal

### Strategy 2:

Parental Involvement - As a school, we will provide opportunities for our parents to become involved in their student's reading progress. This will happen through

## School Improvement Plan

Fern Persons Elementary School

weekly/daily reading logs and Title I targeted monthly progress reports. We will also host a Literacy Night during the school year.

Category: English/Language Arts

Research Cited: Marzano R, (2003), What Works In Schools-Translating Research Into Action

In this book, Marzano highlights the importance of parent and community involvement.

Tier: Tier 2

Activity - Reading Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have weekly/daily reading logs (common to the grade level) where parents will be asked to monitor the number of reading minutes their child completes in one month. Classroom incentives/goals will be built in throughout the school year to encourage participation.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Teachers Literacy Specialists Principal Parents
Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FPE will host a Literacy Night. This night will consist of several different literacy activities that include family/parent participation. Activities include things like flashlight reading, book walks, author visits, special guests, (book characters), students sharing writing etc, as well as free books. The importance of reading with and to their students will be emphasized at these events.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	Title I Part A	Literacy Specialist Principal Teacher volunteers Parents
Activity - Reading through technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to reading material at their current reading level through RAZ Kids and Accelerated Reader. Raz Kids can be accessed at home by using smart phones, tablets, computers, etc. Quarterly reports will also be shared with parents once student attain the chapter book reading level to support book completion and comprehension monitoring.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$2500	General Fund	Librarian Teachers Literacy Specialist Principal
Activity - Targeted Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be identified using reading assessment data at the beginning of the year and monitored monthly throughout the school year. Interventionists will push into reading blocks and provide one on one support to students using specific strategies. Monthly progress reports will be sent home by gen ed teachers and interventionists to individual students' parents to inform them on progress and next steps in reading.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/16/2017	\$24000	Title I Schoolwide	Principal Teachers Interventionists Literacy Specialist Parents

## Goal 3: All students at Fern Persons Elementary will become proficient writers.

### Measurable Objective 1:

80% of Kindergarten, First, Second and Third grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on a rubric score in Writing by 06/16/2017 as measured by grade level district writing assessments using common scoring.

### Strategy 1:

Provide Literacy Support - Our Literacy Specialist will provide grade level, individual, and district wide professional learning based on collected student and classroom data. Embedded PD (in class) will also be used as a form of coaching.

Category:

Research Cited: Tomlinson C, (1999), Differentiated Instruction-Responding to the Needs of All Learners

Tomlinson advocates for flexible grouping, tiered activities, and guided learning choices to meet the individual academic needs of all students.

Tier: Tier 1

Activity - Tler1 Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Profession development will be provided by the Literacy Specialist. The PD will focus on implementation of MAISA writing units with an emphasis on differentiating small group and individual instruction based on classroom writing data. District writing prompts will be broken down into three categories - development, structure and language conventions, as laid out in the Common Core. The rubrics used to support this will be from Writing Pathways by Lucy Calkins; 2015. Data will be broken down in order to provide targeted PD in the greatest areas of need. Embedded instructional coaching will then be provided to classrooms/grade levels indicating a need for support.	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$2272	Title II Part A	Literacy Specialist Director of Instruction Principal
Activity - Provide PD based on Writing Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using recent standardized scores, our initial MSTEP experience and classroom assessments, we were able to identify performance task writing as a weakness 3rd-5th. Our Literacy Specialist will provide targeted PD on this topic, using sample items, as well as benchmark assessments in this type of writing in the 3 genres laid out in the Common Core.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$2272	Title I Schoolwide	Literacy Specialist Director of Instruction Principal

### Strategy 2:

Teachers will implement MAISA writing units - As a building, we will be using the MAISA writing units to provide a common curriculum based on the Common Core

SY 2016-2017

## School Improvement Plan

Fern Persons Elementary School

State Standards and a scope and sequence within for grades K-3.

Category:

Research Cited: Schmoker M, (2006), Results Now

Schmoker talks about the importance of a "viable and guaranteed curriculum."

Marzano R, (2001), Classroom Instruction That Works

"Setting objectives establishes a direction for learning. Specific, timely, and regular feedback to students enhances their learning."

Tier: Tier 1

Activity - Common Scoring/ Writing reviews - 3 times per year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet three times a year with an instructional coach to review student writing. Student writing will be scored collaboratively on a standards based rubric (Writing Pathways K-3 rubrics 2015). Teachers will use this information to plan for future instruction and individual next steps. Literacy instructional coach will use observations and student achievement data to monitor implementation. Both literacy coach and building principal will conduct data conferences twice a year to discuss data and next instructional steps. Principal walk-throughs will determine the fidelity of the implementation.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$6000	Title I Part A	Literacy Specialist Teachers Principal
Activity - Grade Level PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level PLCs monthly with Literacy Coach and or Principal to determine scope and sequence of the lessons, provide curriculum updates, along with supplementing resources to make sure that all Common Core standards are sufficiently covered/implemented.	Teacher Collaboration	Tier 1	Monitor	06/07/2016	06/16/2017	\$0	No Funding Required	Literacy Specialist Director of Instruction Principal
Activity - Data Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will individually meet with Literacy Specialist and Principal to review student progress based on the writing prompt scores. This will take place after grade level teams have collaboratively scored the writing pieces. The data will be used to evaluate the effectiveness of the writing instruction. Teachers will also use the data to determine "next steps" in writing instruction.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	No Funding Required	Literacy Specialist Teachers Principal Director of Instruction

### Strategy 3:

Teachers will identify at-risk students in writing and provide additional tier II support. - Additional time outside of the general writing instruction will be provided by trained

## School Improvement Plan

Fern Persons Elementary School

teachers to provide instructional support to a small group of students working below grade level in writing. Students will be identified through the achievement data of the benchmark writing prompts and classroom assessments.

Category:

Research Cited: Allington R., (2008), What Really Matters in RTI

Allington has long advocated for intensifying instructional support for struggling students, and he is often credited with helping lay the groundwork for the response to intervention concept. But while he believes RTI is "our last result, best hope" for achieving full literacy in the United States, he is critical of the way it has been conceptualized in the many schools.

Tier: Tier 2

Activity - Extended Day- Writing Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified K-3rd grade students will be invited to attend an extended day program which will be taught by a certified teacher 4 days a week for 8 weeks in the Winter and Spring. Extended Day will provide an additional hour of intensified instructional support in writing for students outside of the school day. This will be monitored by both gen ed teachers and interventionists through the use of the Pensieve Conferencing notebook, in order to communicate progress and next steps for extended day students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$2000	Title I Schoolwide	Principal Literacy Specialist Teachers
Activity - Writing Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the writing block, a writing interventionist will push into the gen ed classroom. He/she will provide one on one support to targeted students identified by assessment data. The specific strategies will be taught by both the gen ed teacher and interventionist and monitored by both. At this point in time, funding is in place to do this in one classroom for 40 min.daily.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Title I Schoolwide	Principal Literacy Specialist Teachers

## Goal 4: All students at Fern Persons Elementary will be proficient in Social Studies

### Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the 5th grade state standardized test (M-Step) in Social Studies by 06/15/2016 as measured by 2015-16 state standardized test (M-Step)..

## School Improvement Plan

Fern Persons Elementary School

### Strategy 1:

Curriculum Implementation - Teachers will meet, plan and review collaboratively within grade level teams and across grade levels to revise and implement the Social Studies curriculum. When adopted the new Social Studies Standards will be phased into the existing curriculum.

Category: Social Studies

Research Cited: Marzano R, Pickering D, Heflebower T, (2011), The Highly Engaged Classroom

Authors discuss providing all students with a guaranteed and viable curriculum.

Schmoker M (2006), Results Now

In Schmoker's book (and presentations) he discusses looking at student work samples and developing common assessments to determine which learning is taking place. Therefore, adjustments can be made in instruction and curriculum.

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use common social studies assessments developed by the Calhoun Intermediate School District and enter data from the assessments into DnA. Upon adoption assessments will be rewritten integrating the new Social Studies Standards.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Social Studies Curriculum Leader K-3 Social Studies teachers Principal Director of Instruction

Activity - Informational Text Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We do not have any specific Social Studies interventions currently. However, during reading intervention time, informational texts that coincide with Social Studies content will be used when appropriate.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$1500	Title I Part A	K - 3 Social Studies teachers, Literacy Specialist K - 3 Interventionists

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

## School Improvement Plan

Fern Persons Elementary School

Teachers will meet during PD and collaborative planning times to review current curriculum and assessments to determine needs regarding revisions to lessons and assessments.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$400	General Fund	K-5 Social Studies curriculum coordinator, 4-5 curriculum liason, Social Studies teachers, Principal and Director of Instruction.
---	------------------------	--------	---------------	------------	------------	-------	--------------	---

### Strategy 2:

Experiential Learning - All students will participate in living history activities that teach Social Studies in a real world context. While this will benefit all students it will be especially beneficial to students who need experience beyond the classroom.

Category: Social Studies

Research Cited: Kolb, David et al, 1999, Experiential Learning Theory: Previous Research and New Directions, in Sternberg, R.J. and Zhang, L. F. Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum, 2000.

Tier: Tier 1

Activity - Sheepshank Sam	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Living history presenter explaining the typical day in the life of a 1800's Michigan logger. Students have the opportunity to participate in activities simulating life in an early Michigan lumber camp.	Field Trip	Tier 1	Implement	05/01/2017	05/31/2017	\$750	Other	Third Grade Teacher Principal

Activity - Social Studies research outside of school.I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students interview family members and other community members to help determine a family and/or community timeline.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Second Grade teachers

## Goal 5: All students at Fern Persons Elementary will be proficient in Science.

### Measurable Objective 1:

## School Improvement Plan

Fern Persons Elementary School

50% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the 4th grade state standardized test in Science by 06/15/2016 as measured by state proficiency scores..

### Strategy 1:

Common Assessments - Teachers will use common science assessments developed by the Battle Creek Math and Science Center to guide and assess instruction.

Category:

Research Cited: Schmoker M, (2006) Results Now

In studying, Results Now we have learned that we need to make frequent use of data collected through common assessments that we can as professionals to initiate action research and implement appropriate instructional strategies and interventions as needed.

Tier: Tier 1

Activity - Battle Creek Math/Science Center science kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Battle Creek and teacher developed common assessments to be used throughout the year.	Direct Instruction	Tier 1		09/09/2015	06/15/2016	\$0	General Fund	K-3rd grade staff Science Teacher

### Strategy 2:

Curriculum Update - Science teachers will deliver curriculum currently aligned to GLCE's. (Michigan Science Standard adopted and will be phased into the current curriculum)

Category: Science

Research Cited: Kolb, David et al, 1999, Experiential Learning Theory: Previous Research and New Directions, in Sternberg, R.J. and Zhang, L. F. Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum, 2000.

Tier: Tier 1

Activity - K Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K teachers will deliver the kits titled My Earth, Senses, Motion, and Is it Living?	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$1600	General Fund	Kindergarten teaching staff

Activity - 1st Grade Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st Grade kits include Weather Watchers, An Animal's Life, and Sorting Things Out	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$0	General Fund	Charles Buciencki

## School Improvement Plan

Fern Persons Elementary School

Activity - 2nd Grade Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd Grade Curriculum includes Earth's Land and Water, A Plant's Life, and Measuring Matters.	Direct Instruction	Tier 1		09/01/2015	06/15/2016	\$0	General Fund	Charles Bucienki 2nd Grade Staff
Activity - 3rd Grade Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd Grade Curriculum includes: Earth and Me, Organisms Have Character, Changes in Motion, and Light and Sound.	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$0	General Fund	Science Teacher 3rd Grade Staff
Activity - MSS P.D. for science teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preparing teachers for implementing the new science standards	Professional Learning	Tier 1	Getting Ready	06/14/2016	06/16/2017	\$700	Title II Part A	K-3 Science teachers- This year we will be trained in the new physical science kits.

### Strategy 3:

Curriculum Intergration - Science teachers will communicate with parents on the topics being covered in science class by grade level. Classroom teachers and science teacher will communicate on topics in science and writing by grade level.

Category:

Research Cited: McMahon, M. M., S. P. O'Hara, W.G. Holliday, B.B. McCormack, and E. M. Gibson, 2000. Curriculum with a common thread. Science and Children 37 (7): 30-35, 57.

Tier: Tier 1

Activity - Science/classroom collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science teacher will communicate science topics being covered throughout the school year.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Science teacher, classroom teaching staff.

## Goal 6: Olivet Community Schools will provide a safe, respectful, disciplined, and engaging school environment conducive to teaching and learning.

### Measurable Objective 1:

collaborate to ensure that all staff, students, and parents/guardians are treated with respect and dignity at Olivet Community Schools. by 06/16/2017 as measured by communication with parents/guardians, staff, and students on a regular basis..

### Strategy 1:

Teaching character - This strategy will work by intentionally educating students and staff.

Category:

Research Cited: Pivotal components of the 9 Essential Skills for the Love and Logic and Logic Classroom teacher training program are strategies designed to enhance teacher-student relationships and create a positive school climate for all students. Research has clearly demonstrated that at-risk students who lack positive relationships with their teachers and other adults at school display more disruptive behavior, are more likely to disengage from academic activities and are likely to drop-out before they graduate (Eccles, Midgley, Wigfield Buchanan, Reuman, Flanagan, & Mac Iver, 1993; Finn, 1989),

Tier: Tier 1

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the daily morning newscast we will recognize students showing good character. We will also discuss what each character trait looks like. We will have quarterly character assemblies celebrating each character trait and the students who are modelling them. We will provide classroom character lesson on each character trait.	Behavioral Support Program	Tier 1	Monitor	08/01/2016	08/01/2017	\$0	No Funding Required	Ben Wilson, student support coordinator, Brock Peters, principal.

### Strategy 2:

Parent Involvement - We will work with the PAC (parent advisory committee) to broadcast our information to the school community.

Higher grades, test scores, and graduation rates

Better school attendance Type of Involvement

Increased motivation, better self-esteem

Lower rates of suspension

## School Improvement Plan

Fern Persons Elementary School

Decreased use of drugs and alcohol

Fewer instances of violent behavior

Category: School Culture

Research Cited: Higher grades, test scores, and graduation rates

Better school attendance Type of Involvement

Increased motivation, better self-esteem

Lower rates of suspension

Decreased use of drugs and alcohol

Fewer instances of violent behavior ([www.michigan.gov/documents/Final\\_Parent\\_Involvement\\_Fact\\_Sheet\\_14732\\_7.pdf](http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf), retrieved on June, 15th, 2017)

Tier: Tier 1

Activity - Love and Logic parent meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We hold a 4 day training for parents equipping them with strategies from the Love and Logic parenting hand book. These strategies will include training parents on delayed consequences, choices, and enforceable statements. We will also write articles in the Oakum that will support the classes throughout the school year. The parent meetings help to create an open line of communication for parents to seek advice throughout the school year.	Community Engagement	Tier 1	Implement	08/01/2016	08/01/2017	\$0	No Funding Required	Ben Wilson, student support coordinator, Todd Page, student support coordinator, Brock Peters, principal.

Activity - Oakum Articles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be providing the community with several articles that support parents/guardians with parenting strategies as well as how we work with children. These articles will be written for practical application on how to best promote and support children's independence and responsibility.	Community Engagement	Tier 1	Monitor	08/01/2016	08/01/2017	\$0	No Funding Required	Ben Wilson, Student Support Coordinator, Todd Page, Student Support Coordinator, Brock Peters, Principal.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Battle Creek Math/Science Center science kits	Battle Creek and teacher developed common assessments to be used throughout the year.	Direct Instruction	Tier 1		09/09/2015	06/15/2016	\$0	K-3rd grade staff Science Teacher
Curriculum	Teachers will meet during PD and collaborative planning times to review current curriculum and assessments to determine needs regarding revisions to lessons and assessments.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$400	K-5 Social Studies curriculum coordinator, 4-5 curriculum liason, Social Studies teachers, Principal and Director of Instruction.
2nd Grade Curriculum	2nd Grade Curriculum includes Earth's Land and Water, A Plant's Life, and Measuring Matters.	Direct Instruction	Tier 1		09/01/2015	06/15/2016	\$0	Charles Bucienski 2nd Grade Staff
K Curriculum	K teachers will deliver the kits titled My Earth, Senses, Motion, and Is it Living?	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$1600	Kindergarten teaching staff
3rd Grade Curriculum	3rd Grade Curriculum includes: Earth and Me, Organisms Have Character, Changes in Motion, and Light and Sound.	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$0	Science Teacher 3rd Grade Staff
1st Grade Curriculum	1st Grade kits include Weather Watchers, An Animal's Life, and Sorting Things Out	Direct Instruction	Tier 1	Implement	09/01/2015	06/15/2016	\$0	Charles Bucienski

## School Improvement Plan

Fern Persons Elementary School

Reading through technology	Students will have access to reading material at their current reading level through RAZ Kids and Accelerated Reader. Raz Kids can be accessed at home by using smart phones, tablets, computers, etc. Quarterly reports will also be shared with parents once student attain the chapter book reading level to support book completion and comprehension monitoring.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$2500	Librarian Teachers Literacy Specialist Principal
----------------------------	---	--------------------	--------	-----------	------------	------------	--------	---

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Informational Text Support	We do not have any specific Social Studies interventions currently. However, during reading intervention time, informational texts that coincide with Social Studies content will be used when appropriate.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$1500	K - 3 Social Studies teachers, Literacy Specialist K - 3 Interventionists
Common Scoring/ Writing reviews - 3 times per year	Grade level teams will meet three times a year with an instructional coach to review student writing. Student writing will be scored collaboratively on a standards based rubric (Writing Pathways K-3 rubrics 2015). Teachers will use this information to plan for future instruction and individual next steps. Literacy instructional coach will use observations and student achievement data to monitor implementation. Both literacy coach and building principal will conduct data conferences twice a year to discuss data and next instructional steps. Principal walk-throughs will determine the fidelity of the implementation.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$6000	Literacy Specialist Teachers Principal
Family Math/ Literacy Nights	K-5 Math Family Nights are held to provide parents with ideas and training helping their child with math at home and training them in math technology.  One K-5 Math and Literacy event will be held, that brings families in for an author visit followed by interactive math and literacy activities.	Technology , Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	Math Curriculum coordinators and liasons Math Teachers Math Coach Principal Director of Instruction

## School Improvement Plan

Fern Persons Elementary School

Support Materials	<p>Students will have access to Chromebooks in the classroom to utilize differentiated math games and activities to help in improvement of skills in deficit areas based on formative assessments and unit pre-tests. (i.e. TenMarks, Think Central, Greg Tang, Dream Box).</p> <p>Additional support materials such as manipulatives will be provided as needed.</p>	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1000	Under the guidance of our math coach and director of instruction, interventionists and classroom teachers will facilitate the differentiated instruction using Think Central games and activities on the Chromebooks.
Literacy Night	<p>FPE will host a Literacy Night. This night will consist of several different literacy activities that include family/parent participation. Activities include things like flashlight reading, book walks, author visits, special guests, (book characters), students sharing writing etc, as well as free books. The importance of reading with and to their students will be emphasized at these events.</p>	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	Literacy Specialist Principal Teacher volunteers Parents
Math Coaching	<p>Our Math Coach will provide coaching to interventionists and teachers in Tier 1 differentiated instruction. Math Coach will provide coaching to teachers in creating connections between Math Recovery and Tier 1 content.</p> <p>A K-5 Math Coach will work with students who score in the lowest percentiles on the NWEA Math assessments and with those students scoring below grade level. The Math Coach will also provide coaching to teachers and interventionists working directly with identified students.</p>	Professional Learning	Tier 2	Implement	09/06/2016	06/16/2017	\$22752	Principal Director of Instruction Math Coach

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Fern Persons Elementary School

Targeted Learning Opportunities	District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$4498	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach
Extended Day- Writing Focus	Identified K-3rd grade students will be invited to attend an extended day program which will be taught by a certified teacher 4 days a week for 8 weeks in the Winter and Spring. Extended Day will provide an additional hour of intensified instructional support in writing for students outside of the school day. This will be monitored by both gen ed teachers and interventionists through the use of the Pensieve Confering notebook, in order to communicate progress and next steps for extended day students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$2000	Principal Literacy Specialist Teachers
Tier 1 Coaching support	Literacy Specialist will provide professional development to staff on a district, grade level and individual level based on current student and observational data. Follow up pd and plans will be implemented through classroom coaching and debriefing with teachers and grade levels. All PD and coaching will be dependent upon need based on this data. PD will include content development, curriculum development, scope and sequencing and instructional approaches.	Professional Learning	Tier 1	Evaluate	08/29/2016	06/16/2017	\$22725	Literacy Specialist Director of Instruction Principal
Targeted Learning Opportunities	District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$10196	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach
Provide PD based on Writing Performance Tasks	Using recent standardized scores, our initial MSTEP experience and classroom assessments, we were able to identify performance task writing as a weakness 3rd-5th. Our Literacy Specialist will provide targeted PD on this topic, using sample items, as well as benchmark assessments in this type of writing in the 3 genres laid out in the Common Core.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$2272	Literacy Specialist Director of Instruction Principal

## School Improvement Plan

Fern Persons Elementary School

Writing Academic Intervention	During the writing block, a writing interventionist will push into the gen ed classroom. He/she will provide one on one support to targeted students identified by assessment data. The specific strategies will be taught by both the gen ed teacher and interventionist and monitored by both. At this point in time, funding is in place to do this in one classroom for 40 min.daily.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Principal Literacy Specialist Teachers
Targeted Learning Opportunities	District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1274	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach
Tier 2 Coaching Support	The Literacy Specialist will provide group professional development to the reading interventionists working with students at the Teir 2 level. Professional development will cover learning of reading strategies and teaching techniques, reading programs using technology, including Chromebooks, classroom computers, iPads, etc. (Raz Kids, Reading A-Z, Accelerated Reader and Cafe Pensieve), and monitoring of reading skills, using running records and other reading assessment tools. Individual coaching will occur based on individual need and both student and observational data.	Professional Learning	Tier 2	Monitor	08/29/2016	06/16/2017	\$5226	Literacy Specialist Director of Instruction Principal
Targeted Academic Interventions	Targeted students will be identified using reading assessment data at the beginning of the year and monitored monthly throughout the school year. Interventionists will push into reading blocks and provide one on one support to students using specific strategies. Monthly progress reports will be sent home by gen ed teachers and interventionists to individual students' parents to inform them on progress and next steps in reading.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/16/2017	\$24000	Principal Teachers Interventionists Literacy Specialist Parents
Targeted Learning Opportunities	District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$493	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach

## School Improvement Plan

Fern Persons Elementary School

Targeted Learning Opportunities	District assessments will be utilized to create leveled groupings for targeted learning opportunities.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$1972	Math Teachers K-3 Interventionists, Principal Director of Instruction Math Coach
---------------------------------	--	--------------------------	--------	---------	------------	------------	--------	--

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MSS P.D. for science teachers	Preparing teachers for implementing the new science standards	Professional Learning	Tier 1	Getting Ready	06/14/2016	06/16/2017	\$700	K-3 Science teachers- This year we will be trained in the new physical science kits.
Professional Development in Differentiated Instruction	All K-5 math teachers will receive training in Course 1, 2, and/ or Fractions Math Recovery PD through the Calhoun Intermediate School District.  Teachers will be engaged in professional development focused on Formative Assessments and Differentiated Instruction strategies for the classroom.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1500	TroyWaffle, Director of Instruction Brock Peters, Principal Math Coach
Tier 1 Literacy Coaching	Professional development will be provided by the Literacy Specialist. The PD will focus on implementation of MAISA writing units with an emphasis on differentiating small group and individual instruction based on classroom writing data. District writing prompts will be broken down into three categories - development, structure and language conventions, as laid out in the Common Core. The rubrics used to support this will be from Writing Pathways by Lucy Calkins; 2015. Data will be broken down in order to provide targeted PD in the greatest areas of need. Embedded instructional coaching will then be provided to classrooms/grade levels indicating a need for support.	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$2272	Literacy Specialist Director of Instruction Principal

## School Improvement Plan

Fern Persons Elementary School

Curriculum Writing	<p>Once a month, the grade level Math Teams will work collaboratively to discuss curriculum and common assessments. They will examine data from district assessments, end of unit assessments, and student work samples to identify areas of instruction to target, plan interventions, and enrichment for students. Common Core State Standards will be used to guide the curriculum development.</p> <p>Monthly math liaisons and math coordinators will meet to begin development of curriculum using Common Core State Standards as a guide.</p> <p>Teachers will analyze student assessment data to determine areas of weakness and strengths. This information will be used to identify gaps, overlaps, and areas of concern within the curriculum that will be addressed in curriculum revisions.</p>	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	Troy Waffle, Director of Instruction Brock Peters, Principal Math Curriculum Coordinators and Math Liaisons Math Teachers throughout the building Math Coach
--------------------	--	-----------------------------------	--------	---------------	------------	------------	--------	--

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Oakum Articles	We will be providing the community with several articles that support parents/guardians with parenting strategies as well as how we work with children. These articles will be written for practical application on how to best promote and support children's independence and responsibility.	Community Engagement	Tier 1	Monitor	08/01/2016	08/01/2017	\$0	Ben Wilson, Student Support Coordinator Todd Page, Student Support Coordinator Brock Peters, Principal.
Reading Logs	Students will have weekly/daily reading logs (common to the grade level) where parents will be asked to monitor the number of reading minutes their child completes in one month. Classroom incentives/goals will be built in throughout the school year to encourage participation.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Teachers Literacy Specialists Principal Parents

## School Improvement Plan

Fern Persons Elementary School

Love and Logic parent meetings	We hold a 4 day training for parents equipping them with strategies from the Love and Logic parenting hand book. These strategies will include training parents on delayed consequences, choices, and enforceable statements. We will also write articles in the Oakum that will support the classes throughout the school year. The parent meetings help to create an open line of communication for parents to seek advice throughout the school year.	Community Engagement	Tier 1	Implement	08/01/2016	08/01/2017	\$0	Ben Wilson, student support coordinator, Todd Page, student support coordinator, Brock Peters, principal.
Common Assessments	We will use common social studies assessments developed by the Calhoun Intermediate School District and enter data from the assessments into DnA. Upon adoption assessments will be rewritten integrating the new Social Studies Standards.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Social Studies Curriculum Leader K-3 Social Studies teachers Principal Director of Instruction
Character Education	On the daily morning newscast we will recognize students showing good character. We will also discuss what each character trait looks like. We will have quarterly character assemblies celebrating each character trait and the students who are modelling them. We will provide classroom character lesson on each character trait.	Behavioral Support Program	Tier 1	Monitor	08/01/2016	08/01/2017	\$0	Ben Wilson, student support coordinator, Brock Peters, principal.
Data Conferences	Teachers will individually meet with Literacy Specialist and Principal to review student progress based on the writing prompt scores. This will take place after grade level teams have collaboratively scored the writing pieces. The data will be used to evaluate the effectiveness of the writing instruction. Teachers will also use the data to determine "next steps" in writing instruction.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	Literacy Specialist Teachers Principal Director of Instruction
Social Studies research outside of school.	Students interview family members and other community members to help determine a family and/or community timeline.	Parent Involvement	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Second Grade teachers
Grade Level PLCs	Teachers will meet in grade level PLCs monthly with Literacy Coach and or Principal to determine scope and sequence of the lessons, provide curriculum updates, along with supplementing resources to make sure that all Common Core standards are sufficiently covered/implemented.	Teacher Collaboration	Tier 1	Monitor	06/07/2016	06/16/2017	\$0	Literacy Specialist Director of Instruction Principal

**School Improvement Plan**

Fern Persons Elementary School

Science/classroom collaboration	The science teacher will communicate science topics being covered throughout the school year.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Science teacher, classroom teaching staff.
---------------------------------	---	------------------------	--------	---------------	------------	------------	-----	--

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sheepshank Sam	Living history presenter explaining the typical day in the life of a 1800's Michigan logger. Students have the opportunity to participate in activities simulating life in an early Michigan lumber camp.	Field Trip	Tier 1	Implement	05/01/2017	05/31/2017	\$750	Third Grade Teacher Principal