



School Improvement Plan

Elva Lynch Elementary School

Lapeer Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Lynch Elementary is a K-5 building with an enrollment of 431 total students with 237 males and 194 female students. Lynch is located in a rural area. It has experienced a slight decline in enrollment over the past year due to the continued declining population across the state of Michigan and other demographic factors such as birthrate in Lapeer.

School's Purpose

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

Vision Statement:

Elva Lynch Elementary will secure a dynamic environment for higher level learning. Together we will provide students with a quality education that will create independent, confident and critical thinkers.

Mission Statement:

Elva Lynch inspires, supports, and cultivates leading learners

We believe:

- Academic achievement is the focus;
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs;
- An effective classroom is one that meets the instructional and emotional needs of each child;
- High expectations are essential;
- Children learn best in a safe, nurturing environment that supports their development;
- Students, staff, parents, and community have a shared responsibility to advance student learning.

Notable Achievements and Areas of Improvement

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

Elva Lynch Elementary is proud of the accomplishments of students, staff and families throughout the 2014-15 school year. Through teamwork and dedication our students made great gains academically and socially. Our staff prides ourselves on the collaborative and positive culture that has been sustained for many years. The following are just a few notable achievements for the 2014-15 school year.

-All teaching staff collaborates weekly to provide quality whole class and supplementary instruction.

-Elva Lynch staff review assessment data on an ongoing basis throughout the school year, targeting students' strengths and weaknesses in order to plan for adjusted instruction.

-All classrooms provide interventions based on proficiency scores. In addition, a building-wide response to intervention time was developed for 30-40 minutes every day where students receive 3 to 5 week cycles of support based on individual academic needs.

-Two teachers are trained in Reading Recovery to support our lowest performing first grade students with diagnostic support.

*The development of yearly target goals and student outcome objectives is a collaborative process. The process involves the following: Parent input is gathered through P.T.C., Parent Advisory Council, perception and program surveys, and parent involvement activities.

-Staff Professional Development activities focus on building goals in reading and writing workshop, math problem solving skills, and response to intervention.

-Our focus for PD placed an emphasis on student engagement and question and discussion techniques.

-Staff regularly meets to analyze data, share strategies, and plan to implement the professional development learned and observed.

-Additional PD and collaboration opportunities were provided for all teachers with a focus on instructional rounds and lesson studies in math lesson structure, to include student engagement.

As we continue to operate as a Title I Schoolwide, our components for identifying students not mastering the content in all areas will remain the same, grade level teams will continue to meet bi-weekly to analyze student data and plan for adjusted instruction, staff and parents will also continue to work together to review academic and perception data, and Title I staff will support tiers of intervention. Changed components will include whole staff training to enhance teaching at the Tier 1 and 2 levels to include best practice strategy development focusing on improved student engagement to include open ended questions and discussion techniques. Title I Learning Coaches will support collaborative structures such as "guided reading studio" and "behind the glass sessions" for teachers to observe Reading Recovery lessons and engage in a debriefing to identify next steps in instruction for struggling readers. Teacher teams will work with Learning Coaches to engage in collaborative structures to support quality tier 1 instruction in areas based on identified instructional needs and participate in instructional rounds across grade levels. Teaching staff will continue to offer parent workshops for the purpose of educating parents about teaching and learning, communication to parents when a child has a problem, and our two-way communication between home and school. Title I Learning Coaches and paraprofessional support will be allocated based on the students not meeting expectations to ensure all students receive additional guided support and all families are invited to attend Title I events. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support while at home.

Additional Information

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

Students need more hands-on and discovery based learning to move students beyond the current performance level to higher-level thinking, problem solving and understanding of mathematical concepts, science and social studies. Lapeer Community School district adopted Investigations last year as a new math resource to assist teachers with teaching the Common Core Standards. This tool has demonstrated improved student growth in the area of questions and reasoning for student. More opportunities are needed to write to a purpose in both informational and narrative writing aligned to the curriculum. We are working closely with our parent groups and community organizations to coordinate our efforts for enrichment activities at Elva Lynch Elementary. Our goal is to create opportunities during and beyond the instructional day for extended learning opportunities to support higher-level thinking, problem solving and purposeful writing. We are also working closely with our parent groups to support the launching of Project Lead The Way (PLTW) in grades K-5 at Elva Lynch Elementary. This curriculum is aligned with NGSS and common core and supports Lynch's mission to provide students with opportunities be in involved in STEM education.

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.

Elva Lynch Elementary utilizes three different avenues to involve all stakeholders in the decision-making process. These three bodies include the Effective Schools Committee (ESC), the Parent Advisory Council (PAC), and the School Improvement Committees (SIP Committees) which consist of grade level teacher teams. One of the major decision making bodies for Elva Lynch Elementary is the ESC. This collaborative group is comprised of the building administrator, two lower elementary (K- 2) representatives, two upper elementary (3-5) representatives, a Title I teacher, and a specials or special education teacher. In addition, all staff are encouraged to attend ESC meetings and provide input into decisions being made.

During PTC meetings, two teacher representatives attend monthly meetings and share parent input regarding the development and review of our SIP with ESC and SIP committees for school improvement initiatives. In addition to the ESC, Elva Lynch utilizes PAC (Parent Advisory Council) to seek parent input in regards to building decisions. While not an independent decision-making body, parent representatives are sought from each classroom to promote varied participation. The committee then meets regularly to discuss the school improvement plan and to review changes to the plan and/or implementation. In addition, each meeting is focused on providing information and then seeking input and ideas related to issues facing the building. The PAC also serves as a committee that regularly completes various collaborative projects with teacher representatives, including budget decisions, parent compact and policy development, bond budget expenditures, etc. Finally, data related to building performance is often shared, examined, and gathered as part of these meetings. School Improvement Committees consist of grade level teacher teams that meet weekly during collaborative planning time. All teaching staff meet monthly after school to review data, discuss goals, and develop/communicate materials, assessments, and other elements related to SIP. Throughout the year, the PAC also reviews school improvement plan initiatives and discusses future needs based on data. Throughout the year, staff are also determining future needs to develop goals for the following school year. The ESC, PAC, staff, and parents study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MAPS, MLPP (Michigan Literacy Progress Profile) and DRA2 data, and district level assessments. Upon reviewing the compiled data, goals and strategies are developed and resources are allocated to appropriately address the needs of our students, especially those students not yet meeting grade level expectations. Examples of decisions based on previously mentioned data include: professional development opportunities, grade level planning agendas, grade level and individual student interventions, budget development and resource allocation, support staff scheduling, curriculum implementation, positive behavior support planning, enrichment activities and support, and technology and software needs.

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

Since converting to the Schoolwide Title I model during the 2011-12 school year, the staff at Elva Lynch Elementary continues to participate in our current planning for the data profile Schoolwide Title I model. During monthly Professional Development, SIP and ESC meetings, and weekly grade level team meetings, all certified staff analyze school data and work to identify goals, strategies and action steps for the following school year. During monthly parent group meetings (PAC and PTC) academic and perception data is analyzed and parents from these groups then work with the building principal to revise the parent involvement policy. Parental Improvement Plan Stakeholder Involvement Elva Lynch Elementary School advisory meeting groups are given full opportunities to be involved in the on-going SIP process at the start of the school year and during monthly PTC and PAC meetings as well as parent workshops throughout the school year.

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

The school improvement plan and Title I program for Elva Lynch Elementary is reviewed throughout the school year and revised as evidence to do so becomes apparent, through analysis of achievement and perception data. The major decision making bodies for Elva Lynch Elementary (Elementary Effective Schools Committee/ESC, Parent Advisory Council/PAC and School Improvement Committees that consist of grade level teams) review data yearly. These bodies, comprised of various stakeholders, including a parent representative from each classroom, all teaching staff, support staff liaisons and student liaisons, continue to study student achievement data from a variety of sources that include the MEAP/M-Step (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) data, district level assessments using DRA2, common writing prompts and unit assessments in math, chapter tests, and classroom assessment and/or observational data. In addition, demographic information, perception data, and program/process data are examined. We continue to reflect on our school wide learner centered problem in the area of reading and math, to include causes within our control and out of our control. We then analyzed the instructional causes and reflected on our own teaching practices to develop a problem of practice for instructional change.

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?

Looking at a three year trend in student enrollment data evidence supports that Elva Lynch has seen a consistent decrease in student population and a consistent increase in the economically disadvantaged population that qualify for free and reduced lunch.

Student Demographic Data

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

Looking at a three year trend in student attendance data evidence supports an increase in missed instructional time due to an increase in student absences and tardies.

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?

In the 2014-2015 school year 25 total students (5.5%) of the total student population were involved in discipline that resulted in 21.5 ISS and 15.5 OSS. This is slightly up from 16 students (3.7%) in the 2013-2014 school year that resulted in 17.5 ISS and 16.5 OSS. Due to the fact that that percentage of students that are involved in discipline referrals that result in suspension is below 10% we do not conclude this has any statistical impact on student achievement at the building level.

Student Demographic Data

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

Lynch Elementary continues to be proactive in regards to supporting students who are faced with challenges outlined in our demographic data. Elva Lynch Elementary works with the local Court House using the Early On Truancy and Prevention program. They provide a liaison that works directly with the school and family. Collaboratively, teams meet regularly and make accommodations to meet the needs of each child referred to the program. In the area of nutrition, Elva Lynch Elementary receives federal and state funding to fully fund the breakfast program and support lunch programs for students who qualify for free and reduced meals. At the local level, Elva Lynch partners with the Lapeer Health Department to provide additional nutritional support. Local agencies such as KIWANIS and several organizations in our "First Call For Help" booklet provide families with information regarding MI Child, dental services, clothing needs, and counseling services. These organizations are available to provide assistance in the areas of health, nutrition, housing and basic life needs. Student cafeteria and office workers, flag helpers and fifth grade morning announcers provide students with an opportunity to take on positions within the building that promote responsibility each day.

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?

Elva Lynch has a total of 19 certified teachers, including Early Fives through fifth grade, special education, Title I Interventionist, Title I Learning Coach and specials teachers with a wide range of experience and education. The Principal is in his second year as Principal at Elva Lynch and his third year as an administrator at Lapeer Community Schools. 75% of Elva Lynch teachers have advanced degrees of a Bachelors plus a Masters degree. 24% of Elva Lynch teachers have 16 + years experience, 29% of Elva Lynch teachers have 10-16 years experience, 29% of Elva Lynch teachers have 5-9 years experience, 19% of Elva Lynch teachers have 0-4 years experience. All probationary teachers are observed several times by evaluators from both central office and building administration for the purposes of formative and summative evaluation and collegiality discussion related to instructional practices. Probationary teachers are provided with a mentor and induction-related topics in professional development. The LCS has developed a collaborative process that identifies twenty-two universal teacher performance standards and focuses all evaluations and professional dialogues on these standards. Elva Lynch is recognized in the district as having high expectations for students and staff. Students are the focus of decisions made, which motivates teachers to invest significant time at school. Based on this information educational professionals at Elva Lynch have a positive impact on 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?

Elva Lynch has a total of 19 certified teachers, including Early Fives through fifth grade, special education, Title I Interventionist, Title I Learning Coach and specials teachers with a wide range of experience and education. The Principal is in his second year as Principal at Elva Lynch and his third year as an administrator at Lapeer Community Schools. 75% of Elva Lynch teachers have advanced degrees of a Bachelors plus a Masters degree. 24% of Elva Lynch teachers have 16 + years experience, 29% of Elva Lynch teachers have 10-16 years experience, 29% of Elva Lynch teachers have 5-9 years experience, 19% of Elva Lynch teachers have 0-4 years experience. all probationary teachers are observed several times by evaluators from both central office and building administration for the purposes of formative and summative evaluation and collegiality discussion related to instructional practices. Probationary teachers are provided with a mentor and induction-related topics in professional development. The LCS has developed a collaborative process that identifies twenty-two universal teacher performance standards and focuses all evaluations and professional dialogues on these standards. Elva Lynch is recognized in the district as having high expectations for students and staff. Students are the focus of decisions made, which motivates teachers to invest significant time at school. Based on this information educational professionals at Elva Lynch have a positive impact on 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?

School leader's were absent from Elva Lynch Elementary 14% of the school year due to illness and professional learning that took place outside of the building. There is no evidence to support this percentage has any statistical impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Evidence supports that total teacher absences throughout the 2014-2015 school year due to professional learning and/or illness was 394 reported days absent. This equates to teacher's being absent 8% of the school year due to illness or professional development. Due to the fact this is a low percentage it is not believed to have any statistical impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

At this time we do not feel there is a need to address any challenges regarding teacher/school leader demographics due to the fact that current trend data is consistent with past years.

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?

In reviewing the results of the School Systems Review the following standards stand out as strengths are Elva Lynch Elementary. Elva Lynch indicated sustained implementation in the following standards of Instruction, Instructional Leadership, Culture for Learning, Professional Learning Culture, Communication and Engagement.

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?

In reviewing the results of the School Systems Review the following standards of Assessment and Curriculum stand out as the current challenges at Elva Lynch Elementary. Both of these standards indicated areas of partial/sustained implementation in coherence of curriculum, and assessment data analysis for decision making at both the teacher and student level.

12. How might these challenges impact student achievement?

The challenges related to Assessment and Curriculum might have a negative impact on student 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.

Elva Lynch Elementary will be working to develop and strengthen a strong, data driven, Response to Intervention (RtI) model. This model focuses on achievement for all and offers a structured plan to close gaps by implementing a comprehensive approach to our RtI program. The schedule, staffing, and resources will be allocated to address the needs of at-risk and failing students. The three main components of this approach are RtI blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I reform model. The RtI block is designed to give students Tier 1, 2, and 3 supports as needed or indicated by the data. Students will receive instructional intervention in several doses to supplement the efforts being made in the general classroom and curriculum. The collaborative planning includes general education, special education and Title I coaches collaborating bi-weekly during and after school as part of their contractual day, which will allow increased focus on student data and interventions. Teachers will be able to collaborate within and across grade levels and with different buildings throughout the year.

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?

All students at Elva Lynch Elementary are provided with full access to participate in intervention programs available throughout the school
SY 2015-2016

year.

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

Elva Lynch Elementary provides extended learning opportunities to students in two different forms.

After school enrichment programs supporting academic and social growth are provided to all students K-5. These enrichment clubs run periodically throughout the school year in six week cycles.

Elva Lynch Elementary also provides a Before School Intervention (BSI) program to support struggling readers in grades K-5. This program provides a 30 minute reading intervention to students three days a week for a six week cycle. Students will be selected for this program based on academic needs indicated by DRA scores.

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

The process for identifying students for Extended Learning Opportunities are as follows for Elva Lynch Elementary.

All students are invited to participate in after school enrichment clubs offered at Elva Lynch Elementary. Enrichment Club flyers are sent home with all students outlining the specifics related to each program that is offered. The school website and monthly newsletter is also updated outlining the specifics for each enrichment club that is offered at Lynch.

Over the course of the year, students (to be determined with ongoing data collection) will participate in small group reading instruction through the BSI program. As students meet grade level benchmarks, they will "graduate" from the program. Open spots will be filled with additional non-proficient students. Minimally, with 4 groups in 4 sessions, 20 students (approx. 25%) will participate in the BSI over the course of the year. This number will be greater if students are able to graduate from the program and new students are able to be added.

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

The following evidence supports the extent to which the state content standards are being implemented both vertical and horizontal alignment with fidelity.

- District aligned curriculum K-12
- Individual Teacher Lesson Plans
- Administrator observation notes
- Grade level PLC meetings
- Professional development opportunities including but not limited to lab classrooms and lesson studies focused on vertical grade level alignment.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Based on MAPS Reading data, when looking at cohort groups, there was an increase in average overall RIT scores from winter 2014 to winter 2015 in all grades k-5. There was also growth from fall to winter in regard to proficiency levels. First and third grades have shown growth from fall to winter DRA proficiency levels. In addition, the majority of our fifth grade students are proficient. There was also significant growth in the cohort group moving from fourth to fifth grade. 3rd and 5th grade MEAP scores demonstrate we are scoring at or above the state levels. 5th grade proficiency levels increased, moving from 77% in 2012 to 82% in 2013. When analyzing same students over time in MEAP, 2012 4th graders in reading increased from 80% to 82% in 2012, as fifth graders. (No MEAP data exists for the current school year, due to the implementation of M-Step.)

Specifically:

According to mid-year Reading MAPS Data:

In 2014, 40% of second graders were proficient, as third graders in 2015 48% were proficient.

In 2014, 34% of third graders were proficient, as fourth graders in 2015 52% were proficient.

In 2014, 41% of fourth graders were proficient, as fifth graders in 2015 51% were proficient.

Based on MAPS assessment data from fall 2014-winter 2015:

Kindergarten increased from 35% of students proficient to 50% proficient.

First grade increased from 34% of students proficient to 45% proficient.

Second grade increased from 49% of students proficient to 59% proficient.

Third grade increased from 30% of students proficient to 48% proficient.

Fourth grade increased from 32% of students proficient to 52% proficient.

Fifth grade increased from 40% of students proficient to 51% proficient.

According to DRA assessment data, from fall 2014-winter 2015:

First grade increased from 56% of students proficient to 72% of students proficient.

Third grade increased from 53% of students proficient to 61% of students proficient.

Over 85% of our fifth grade students are proficient.

According to mid-year Reading DRA Data

In 2014, 52% of fourth graders were proficient, as fifth graders in 2015 87% were proficient.

19b. Reading- Challenges

While students have shown considerable growth from fall to winter MAPS, a large number of students in our population are non-proficient. Although average RIT scores increased from 2014-2015, the number of proficient students from kindergarten to first and first to second decreased. When looking at DRA data, while the number of non-proficient students is not as large as it is in MAPS data, a significant number of students are not meeting grade level proficiency benchmarks. Also, when examining cohort data, many groups proficiency levels declined from one year to the next. Based on MAPS Reading data, when looking at cohort groups, there an decrease in average overall RIT scores from winter 2014 to winter 2015 in our current 1st and 2nd grades. When examining DRA trends for cohort groups, there is a decrease in proficiency levels moving from kindergarten to 1st, 1st to 2nd, and 2nd to 3rd. In MEAP reading there was an 11% decrease in 3rd grade reading, moving from 72% proficient in 2012 to 61% in 2013. There was a 12% decrease in 4th grade, from 80% in 2012 to 68% in 2013. 4th grade MEAP shows that we were 2% lower than the state average and 7% below the district average in 2013. (No MEAP data exists for the current school year, due to the implementation of M-Step.)

Additional challenges exist in discrepancies in proficiency levels of our economically disadvantaged students, our special education students, and male vs. female student performance. Our economically disadvantaged students are underperforming non-economically disadvantaged in the DRA and MAPS assessments at all levels k-5. Our females are out-performing our males in the DRA assessment at Kindergarten, First, Third and Fourth grades. Our females are out-performing our males in the MAPS assessment at Kindergarten, First, Third, Fourth and Fifth grades. Our special education students are under-performing our non-special education students in both MAPS and DRA at all levels k-5.

Specifically:

According to mid-year Reading MAPS Data

In 2014, 75% of kindergarteners were proficient, as first graders in 2015 45% were proficient.

In 2014, 65% of first graders were proficient, as second graders in 2015 59% were proficient.

According to mid-year Reading DRA Data

In 2014, 75% of kindergarteners were proficient, as first graders in 2015 44% were proficient.

In 2014, 88% of first graders were proficient, as second graders in 2015 77% were proficient.

In 2014, 63% of second graders were proficient, as third graders in 2015 59% were proficient.

According to DRA discrepancy data:

In Kindergarten, 50% of economically disadvantaged students are proficient, compared with 81% non-economically disadvantaged students.

In first grade, 57% of economically disadvantaged students are proficient, compared with 76% non-economically disadvantaged students.

In second grade, 48% of economically disadvantaged students are proficient, compared with 96% non-economically disadvantaged students.

In third grade, 39% of economically disadvantaged students are proficient, compared with 85% non-economically disadvantaged students.

In fourth grade, 55% of economically disadvantaged students are proficient, compared with 60% non-economically disadvantaged students.

In fifth grade, 80% of economically disadvantaged students are proficient, compared with 93% non-economically disadvantaged students.

According to MAPS discrepancy data:

In Kindergarten, 50% of economically disadvantaged students are proficient, compared with 77% non-economically disadvantaged students.

In first grade, 43% of economically disadvantaged students are proficient, compared with 54% non-economically disadvantaged students.

In second grade, 54% of economically disadvantaged students are proficient, compared with 72% non-economically disadvantaged students.

In third grade, 28% of economically disadvantaged students are proficient, compared with 72% non-economically disadvantaged students.

In fourth grade, 30% of economically disadvantaged students are proficient, compared with 63% non-economically disadvantaged students.
In fifth grade, 49% of economically disadvantaged students are proficient, compared with 62% non-economically disadvantaged students.
According to DRA discrepancy data:

In Kindergarten, 50% of males are proficient, compared with 72% of females.
In first grade, 68% of males are proficient, compared with 76% of females.
In second grade, 76% of males are proficient, compared with 75% of females.
In third grade, 54% of males are proficient, compared with 66% of females.
In fourth grade, 54% of males are proficient, compared with 60% of females.
In fifth grade, 91% of males are proficient, compared with 78% of females.

According to MAPS discrepancy data:

In Kindergarten, 44% of males are proficient, compared with 75% of females.
In first grade, 50% of males are proficient, compared with 56% of females.
In second grade, 71% of males are proficient, compared with 59% of females.
In third grade, 42% of males are proficient, compared with 55% of females.
In fourth grade, 51% of males are proficient, compared with 57% of females.
In fifth grade, 37% of males are proficient, compared with 59% of females.

According to DRA discrepancy data:

In Kindergarten, 57% of special education students are proficient, compared with 61% of non special education students.
In first grade, 58% of special education students are proficient, compared with 71% of non special education students.
In second grade, 38% of special education students are proficient, compared with 76% of non special education students.
In third grade, 6% of special education students are proficient, compared with 59% of non special education students.
In fourth grade, 31% of special education students are proficient, compared with 57% of non special education students.
In fifth grade, 67% of special education students are proficient, compared with 86% of non special education students.

According to MAPS discrepancy data:

In Kindergarten, 43% of special education students are proficient, compared with 62% of non special education students.
In first grade, 33% of special education students are proficient, compared with 56% of non special education students.
In second grade, 50% of special education students are proficient, compared with 66% of non special education students.
In third grade, 0% of special education students are proficient, compared with 60% of non special education students.
In fourth grade, 8% of special education students are proficient, compared with 63% of non special education students.
In fifth grade, 25% of special education students are proficient, compared with 64% of non special education students.

19c. Reading- Trends

Data indicates that students are making growth from year to year, but are not able to close the achievement gap by meeting grade level benchmarks and changing their proficiency status. Based on MAPS Reading data, when looking at cohort groups, there an increase in average overall RIT scores from winter 2014 to winter 2015 in our current 3rd, 4th and 5th grades, but a decrease in our current 1st and 2nd grades. When examining DRA trends for cohort groups, there is a decrease in proficiency levels moving from kindergarten to 1st, 1st to 2nd, and 2nd to 3rd, but an increase from 4th to 5th.

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Specifically:

According to mid-year Reading MAPS Data

In 2014, 75% of kindergarteners were proficient, as first graders in 2015 45% were proficient.

In 2014, 65% of first graders were proficient, as second graders in 2015 59% were proficient.

In 2014, 40% of second graders were proficient, as third graders in 2015 48% were proficient.

In 2014, 34% of third graders were proficient, as fourth graders in 2015 52% were proficient.

In 2014, 41% of fourth graders were proficient, as fifth graders in 2015 51% were proficient.

According to mid-year Reading DRA Data

In 2014, 75% of kindergarteners were proficient, as first graders in 2015 44% were proficient.

In 2014, 88% of first graders were proficient, as second graders in 2015 77% were proficient.

In 2014, 63% of second graders were proficient, as third graders in 2015 59% were proficient.

In 2014, 56% of third graders were proficient, as fourth graders in 2015 56% were proficient.

In 2014, 52% of fourth graders were proficient, as fifth graders in 2015 87% were proficient.

According to end of year Spring DRA data:

84% of kindergarten students were proficient.

81% of first grade students were proficient.

83% of second grade students were proficient.

65% of third grade students were proficient.

90% of fourth grade students were proficient.

97% of fifth grade students were proficient.

According to end of year Spring MAP ELA data:

66% of kindergarten students were proficient.

52% of 1st grade students were proficient.

64% of 2nd grade students were proficient.

38% of 3rd grade students were proficient.

64% of 4th grade students were proficient.

60% of 5th grade students were proficient.

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.

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-All teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction at all grade levels. Components of Reader's Workshop will include whole group and small group instruction as well as one-on-one conferring to meet the individual needs of all students. Training on the effectiveness of increased student engagement in relation to increased student achievement will be offered.

- o Professional Development to Include Collaborative Structures on Literacy Best Practices

- o Reader's Notebooks

- o Cross Curricular Reading

- o Collaboration on Students Progress Monitoring Through Formative/Summative Assessments

- o Data Analysis by Students

-Title I, general education, and special education staff will be assigned strategy groups and students according to proficiency skills based on DRA2, MAPS, performance tasks, essentials, classroom observations, and conference notes to provide supplementary instruction to each groups and individual student's needs.

- o Professional Development to Include Intervention Training

- o Reading Recovery

Tier 2 and Tier 3 Interventions

Before/After School Enrichment Programs

-Work on vertical alignment of teaching practices and data analysis to coordinate efforts and support students (cohort data decreases from grade to grade indicate a need for this).

-Further work on best practice instructional strategies for tier 1 and intervention (proficiency levels indicate a need for this).

-All certified staff will support the application of reading workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

20a. Writing- Strengths

There are significant gains k-5 for both narrative and opinion writing from district pre-tests to mid-year post-tests. There is no discrepancy between special education and non special education students when looking at 2013 MEAP data.

Specifically:

Based on Narrative Writing district assessment data from the 2014-15 school year pre-tests and mid-year post tests

Kindergarten increased from 4% of students proficient to 57% proficient.

First grade increased from 0% of students proficient to 50% proficient.

Second grade increased from 0% of students proficient to 64% proficient.

Third grade increased from 0% of students proficient to 19% proficient.

Fourth grade increased from 0% of students proficient to 31% proficient.

Fifth grade increased from 0% of students proficient to 17% proficient

Based on Opinion Writing district assessment data from the 2014-15 school year pre-tests and mid-year post tests

Kindergarten increased from 12% of students proficient to 68% proficient.

First grade increased from 3% of students proficient to 61% proficient.

Second grade increased from 0% of students proficient to 42% proficient.

Third grade increased from 0% of students proficient to 42% proficient.

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Fourth grade increased from 3% of students proficient to 83% proficient.

Fifth grade increased from 0% of students proficient to 74% proficient.

According to Fall 2013 MEAP

60% of special education students were proficient, 59% of non-special education students were proficient.

20b. Writing- Challenges

From grade to grade, the same group of students had a smaller number of proficient students than the previous year in most grade levels. It is important to note that, while we are comparing winter cohort data to show trends, writing proficiency levels throughout the year are based on end of year benchmarks only. There are no determined levels of proficiency for fall or winter. A large number of our students are non-proficient, according to district and MEAP assessment data. Also, our females out-performed our males and our non-economically disadvantaged out-performed our economically disadvantaged students according to fourth grade 2013 MEAP data. (No MEAP data exists for the current school year, due to the implementation of M-Step.)

According to narrative mid-year post tests from 2014 and mid-year post tests from 2015,

In 2014, 70% of first graders were proficient, as second graders in 2015 64% were proficient.

In 2014, 27% of second graders were proficient, as third graders in 2015 19% were proficient.

In 2014, 16% of third graders were proficient, as fourth graders in 2015 31% were proficient.

In 2014, 35% of fourth graders were proficient, as fifth graders in 2015 17% were proficient.

According to opinion mid-year post tests from 2014 and mid-year post tests from 2015,

In 2014, 72% of kindergarteners were proficient, as first graders in 2015 61% were proficient.

In 2014, 69% of first graders were proficient, as second graders in 2015 42% were proficient.

In 2014, 47% of second graders were proficient, as third graders in 2015 42% were proficient.

In 2014, 16% of third graders were proficient, as fourth graders in 2015 83% were proficient.

In 2014, 56% of fourth graders were proficient, as fifth graders in 2015 74% were proficient.

According to Fall 2013 MEAP,

59% of fourth graders were proficient.

45% of males were proficient, 78% of females were proficient.

50% of economically disadvantaged students were proficient, 73% non-economically disadvantaged students were proficient.

20c. Writing- Trends

From grade to grade, the same group of students had a smaller number of proficient students than the previous year in most grade levels. It is important to note that, while we are comparing winter cohort data to show trends, writing proficiency levels throughout the year are based

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on end of year benchmarks only. There are no determined levels of proficiency for fall or winter.

According to narrative mid-year post tests from 2014 and mid-year post tests from 2015,

In 2014, 70% of first graders were proficient, as second graders in 2015 64% were proficient.

In 2014, 27% of second graders were proficient, as third graders in 2015 19% were proficient.

In 2014, 16% of third graders were proficient, as fourth graders in 2015 31% were proficient.

In 2014, 35% of fourth graders were proficient, as fifth graders in 2015 17% were proficient.

According to opinion mid-year post tests from 2014 and mid-year post tests from 2015,

In 2014, 72% of kindergarteners were proficient, as first graders in 2015 61% were proficient.

In 2014, 69% of first graders were proficient, as second graders in 2015 42% were proficient.

In 2014, 47% of second graders were proficient, as third graders in 2015 42% were proficient.

In 2014, 16% of third graders were proficient, as fourth graders in 2015 83% were proficient.

In 2014, 56% of fourth graders were proficient, as fifth graders in 2015 74% were proficient.

Data indicates that at some levels, students are making growth from year to year, but many are not proficient at the mid-year post-test check point.

According to end of year Spring MAP ELA data:

66% of kindergarten students were proficient.

52% of 1st grade students were proficient.

64% of 2nd grade students were proficient.

38% of 3rd grade students were proficient.

64% of 4th grade students were proficient.

60% of 5th grade students were proficient.

According to end of year Spring local assessments for writing informational and narrative prompt data:

87% of kindergarten students were proficient with informational writing compared to 68% proficient in narrative writing.

72% of 1st grade students were proficient with informational writing compared to 58% proficient in narrative writing.

77% of 2nd grade students were proficient with informational writing compared to 72% proficient in narrative writing.

48% of 3rd grade students were proficient with informational writing compared to 34% proficient in narrative writing.

80% of 4th grade students were proficient with informational writing compared to 47% proficient in narrative writing.

33% of 5th grade students were proficient with informational writing compared to 40% proficient in narrative writing.

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.

- All teachers will implement a Writer's Workshop approach to writing instruction that includes small group or one-on-one instruction based on student need to meet the individual needs of all students. Lessons will be differentiated and focused on student engagement to best meet

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the needs of writers of all abilities and performance levels.

- o Collaboration on Unites of Study and Student Progress Monitoring Through Formative/Summative Assessments
- o Professional Development on to Include Collaborative Structures on Writing Best Practices
- o Writing Workshop

- Title I and certified staff will offer additional intervention time outside of daily writing instruction to support struggling students. Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

- o Intervention Outside of Daily Workshop
- o Cross Curricular Writing

-Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

-Work on vertical alignment of teaching practices and data analysis to coordinate efforts and support students (cohort data decreases from grade to grade indicate a need for this).

-Further work on best practice instructional strategies for tier 1 and intervention (proficiency levels indicate a need for this).

21a. Math- Strengths

Highest levels of achievement at Lynch occur in MEAP in 3rd-5th grade scores. 3rd-5th grade MEAP scores demonstrate we are scoring at or above the district and state levels in math. When looking at MAPS, growth was made from fall to winter at all levels. Also, first, third and fourth grades, gender discrepancies are not significant. In first grade, the economically disadvantaged students are out-performing their non-economically disadvantaged peers. The proficiency levels grew from Kindergarten to first, third to fourth and fourth to fifth grades. There is significant growth from district unit pre to post-tests.

Specifically:

Based on Math MAPS assessment data from fall 2014-winter 2015

Kindergarten increased from 25% of students proficient to 44% proficient.

First grade increased from 37% of students proficient to 55% proficient.

Third grade increased from 14% of students proficient to 26% proficient.

Fourth grade increased from 24% of students proficient to 42% proficient.

Fifth grade increased from 25% of students proficient to 40% proficient

According to mid-year Math MAPS Data

In 2014, 49% of Kindergarteners were proficient, as first graders in 2015, 55% were proficient.

In 2014, 36% of third graders were proficient, as fourth graders in 2015, 42% were proficient.

In 2014, 29% of fourth graders were proficient, as fifth graders in 2015, 40% were proficient.

According to MAPS discrepancy data:

In first grade, 53% of males are proficient, compared with 60% of females.

In third grade, 28% of males are proficient, compared with 26% of females.

In fourth grade, 46% of males are proficient, compared with 43% of females.

According to MAPS discrepancy data:

In first grade, 56% of economically disadvantaged students are proficient, compared with 37% of non-economically disadvantaged students.

According to district unit assessment data averages, from units 1-4

In Kindergarten, on average, 10% of students were proficient on the pre-tests and 58% of students were proficient on the post tests.

In first grade, on average, 12% of students were proficient on the pre-tests and 81% of students were proficient on the post tests.

In second grade, on average, 6% of students were proficient on the pre-tests and 89% of students were proficient on the post tests.

In third grade, on average, 0% of students were proficient on the pre-tests and 59% of students were proficient on the post tests.

In fourth grade, on average, 1% of students were proficient on the pre-tests and 95% of students were proficient on the post tests.

In fifth grade, on average, 9% of students were proficient on the pre-tests and 81% of students were proficient on the post tests.

21b. Math- Challenges

MAPS data indicates that students are making growth from fall to winter, but many students are not yet proficient. When looking at cohort groups, there is an increase in average overall RIT scores from winter 2014 to winter 2015 in our current 1st, 4th and 5th grades, but a decrease in our current 2nd and 3rd grades. Additional challenges exist in discrepancies in proficiency levels of our economically disadvantaged students, our special education students, and male vs. female student performance. Our economically disadvantaged students are underperforming non-economically disadvantaged in the MAPS assessment at kindergarten, second, third, fourth and fifth. Our females are out-performing our males in the MAPS assessment at Kindergarten. Our males out-perform our females at second and fifth grades. Our special education students are under-performing our non- special education students in MAPS at all levels k-5.

Specifically:

According to mid-year Math MAPS Data

In 2014, 58% of first graders were proficient, as second graders in 2015, 45% were proficient.

In 2014, 32% of second graders were proficient as third graders in 2015, 26% were proficient.

According to MAPS discrepancy data:

In Kindergarten, 65% of economically disadvantaged students are proficient, compared with 65% non-economically disadvantaged students.

In second grade, 42% of economically disadvantaged students are proficient, compared with 60% non-economically disadvantaged students.

In third grade, 14% of economically disadvantaged students are proficient, compared with 44% non-economically disadvantaged students.

In fourth grade, 27% of economically disadvantaged students are proficient, compared with 59% non-economically disadvantaged students.

In fourth grade, 34% of economically disadvantaged students are proficient, compared with 55% non-economically disadvantaged students.

According to MAPS discrepancy data:

In Kindergarten, 44% of males are proficient, compared with 58% of females.

In second grade, 65% of males are proficient, compared with 46% of females.

In fifth grade, 48% of males are proficient, compared with 33% of females.

According to MAPS discrepancy data:

In Kindergarten, 29% of special education students are proficient, compared with 55% of non special education students.

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In first grade, 33% of special education students are proficient, compared with 65% of non special education students.
In second grade, 38% of special education students are proficient, compared with 54% of non special education students.
In third grade, 0% of special education students are proficient, compared with 33% of non special education students.
In fourth grade, 23% of special education students are proficient, compared with 50% of non special education students.
In fourth grade, 16% of special education students are proficient, compared with 48% of non special education students.

21c. Math- Trends

When looking at cohort groups with the MAPS assessment, there an increase in average overall RIT scores from winter 2014 to winter 2015 in our current 1st, 4th and 5th grades, but a decrease in our current 2nd and 3rd grades. 5th grade MEAP math increased 8% moving from 52% proficient in 2012 to 60% in 2013. 3rd grade MEAP math indicated a slight decrease, moving from 51% in 2012 to 49% in 2013. In addition, there was a 10% decrease in 4th grade moving from 55% in 2012 to 45% in 2013. However, when analyzing same students over time in MEAP, 2012 4th graders in math increased from 55% to 60% in 2013, as fifth graders.

According to mid-year Math MAPS Data

In 2014, 49% of Kindergarteners were proficient, as first graders in 2015, 55% were proficient.
In 2014, 58% of first graders were proficient, as second graders in 2015, 45% were proficient.
In 2014, 32% of second graders were proficient as third graders in 2015, 26% were proficient.
In 2014, 36% of third graders were proficient, as fourth graders in 2015, 42% were proficient.
In 2014, 29% of fourth graders were proficient, as fifth graders in 2015, 40% were proficient.

According to end of year Spring Math MAPS Data

65% of kindergarten students were proficient compared to 55% at the mid-year benchmark.
68% of 1st grade students were proficient compared to 55% at the mid-year benchmark.
65% of 2nd grade students were proficient compared to 45% at the mid-year benchmark.
41% of 3rd grade students were proficient compared to 26% at the mid-year benchmark.
69% of 4th grade students were proficient compared to 42% at the mid-year benchmark.
60% of 5th grade students were proficient compared to 40% at the mid-year benchmark.

All end of the year data collected by MAPS Math scores indicates positive student growth throughout the 2014-2015 school year.

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.

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- Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on their problem solving. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work

- o Talk Moves

- o Math Notebooks

- o Collaboration on Student Progress Monitoring Through Formative/Summative Assessments

- o Professional Development to Include Collaborative Structures on Math Best Practices

- Title I and certified staff will offer additional intervention time outside of daily math instruction to support struggling students. Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

- o Standards for Student Mathematical Practice

- o Intervention Outside of Daily Math Instruction

- All certified staff will support the application and support for problem solving skills, mental math and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events: Title I Parent Involvement

22a. Science- Strengths

According to MEAP data, 26% of fifth grade students were proficient in 2013, up from 10% the previous year. 22% of females and 29% of males were proficient. (MEAP data for the current year is unavailable, due to the implementation of M-STEP.)

22b. Science- Challenges

0% of special education students and 37% of non-special education students were proficient. 26% of economically disadvantaged students and 28% of the non-economically disadvantaged students were proficient. (MEAP data for the current year is unavailable, due to the implementation of M-STEP.)

22c. Science- Trends

There is no significant data that can be used at this time to identify Science trends due to the fact the district does not currently have any common local assessments for Science at the K-5 level. We also do not use any external testing sources such as NWEA for Science within the district. Previous year MEAP data is reported in earlier questions. When we receive M-Step data it will be analyzed compared to previous MEAP data with the intent of identify trends in % proficient in multiple subcategories of students.

22d. Science- Summary

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

Students need more hands-on and discovery based learning to move students beyond the current performance level to higher-level thinking, problem solving and understanding of mathematical concepts, science and social studies. Lapeer Community School district adopted Investigations last year as a new math resource to assist teachers with teaching the Common Core Standards. This tool has demonstrated improved student growth in the area of questions and reasoning for student. Aspects of this tool will be integrated into the way teachers are providing Science instruction to our students. Our goal is to create opportunities during and beyond the instructional day for extended learning opportunities to support higher-level thinking, problem solving and purposeful writing. We are also working closely with our parent groups to support the launching of Project Lead The Way (PLTW) in grades K-5 at Elva Lynch Elementary. This curriculum is aligned with NGSS and common core and supports Lynch's mission to provide students with opportunities be in involved in STEM education.

23a. Social Studies- Strengths

There is no local or state data to indicate any significant strengths at this time for Social Studies.

23b. Social Studies- Challenges

There is no local or state data to indicate any significant challenges at this time for Social Studies.

23c. Social Studies- Trends

There is no local or state data to indicate any significant trends at this time for Social Studies.

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.

NA

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?

Student perception survey data indicated that over 90% of students at Elva Lynch Elementary agree that they

Feel they are getting a good education

Feel they get help when needed

Feel that their teacher cares about them

Feel safe at school

The teacher listens to students ideas and opinions

Teachers make learning interesting

Read in school everyday

Write in school everyday

Solve math problems in school everyday

Like they way they are being taught and learning in class

24b. Student Perception Data

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

Based on the results collected from the student perception students all Elva Lynch students are satisfied at 90% or higher in all aspects surveyed. Of the areas surveyed the lowest category was (I feel that I get help when I need it) at 90.91%.

24c. Student Perception Data

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

Based on the results collected from the student perception survey at this time there is not need for any actions to be taken to improve student satisfaction

25a. Parent/Guardian Perception Data

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

Based on data collected from the 2015 Parent Perception Survey the four areas of highest overall satisfaction among parents/guardians are Learning is clearly the main focus at Lynch (91% agree/neutral), Lynch meets my expectations for my child's education (91% agree/neutral) Teachers suggesting homework activities to supports student learning (87% agree/neutral) and Parents feel welcome at Lynch (82% agree/neutral).

25b. Parent/Guardian Perception Data

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

Based on data collected from the 2015 Parent Perception Survey the two lowest areas of satisfaction among parents/guardians are, State and District Assessments clearly communicated (30.8% disagree) and Discipline procedures are fair and consistent (17.5%) disagree.

25c. Parent/Guardian Perception Data

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

Continued efforts will be made to communicate information with parents/guardians regarding state and local assessments through multiple avenues. Monthly Newsletter will be published and provided information about M-Step, MAP and local assessments when necessary. In addition to monthly news letters, parent information events will be provided multiple times throughout the year providing specific information pertaining to M-Step, MAP and local assessments and student achievement data.

The district adopted PBIS program will continue to be implemented at Elva Lynch Elementary with an emphasis on provided clear and consistent student behavioral expectations from staff and administration. There will be continued efforts to communicate with parents/guardians from the principal and dean of students with the intent to provide positive support to students throughout the school year.

26a. Teacher/Staff Perception Data

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

Based on data collected from staff perception surveys in 2014-2015 over 80% of Elva Lynch staff indicated satisfaction in the following areas. Instructional strategies support curriculum, Building Wide PBIS initiatives support student learning, Lynch is meeting the needs of the students, Lynch has high expectations for students, Lynch communicates effectively with parents, Parent are involved and have opportunities to support instruction in the classroom, Office staff is helpful with parents, students and staff members and Lynch is a good place to work.

26b. Teacher/Staff Perception Data

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

Based on data collected from staff perception surveys in 2014-2015 staff indicates a clear and fair evaluation process (29.3% disagree), good leadership (35.48% disagree) and feeling supported by colleagues (16% disagree) as the three areas of lowest satisfaction.

26c. Teacher/Staff Perception Data

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

Continued effort will be placed on improving school climate and collaborative nature among colleagues through professional development in the 2015-2016 school year. Administration will be collecting additional data through online surveys detailing specifics related to unscientifically leadership rating. Feedback related to perception surveys will be discussed at staff meetings, ESC meetings, and PAC meetings with the opportunity for all groups to provide feedback for improvement.

27a. Stakeholder/Community Perception Data

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

Based on data collected from the 2015 Parent Perception Survey the four areas of highest overall satisfaction among parents/guardians are Learning is clearly the main focus at Lynch (91% agree/neutral), Lynch meets my expectations for my child's education (91% agree/neutral) Teachers suggesting homework activities to supports student learning (87% agree/neutral) and Parents feel welcome at Lynch (82% agree/neutral).

27b. Stakeholder/Community Perception Data

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

Based on data collected from the 2015 Parent Perception Survey the two lowest areas of satisfaction among parents/guardians are, State and District Assessments clearly communicated (30.8% disagree) and Discipline procedures are fair and consistent (17.5%) disagree.

27c. Stakeholder/Community Perception Data

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

Continued efforts will be made to communicate information with parents/guardians regarding state and local assessments through multiple avenues. Monthly Newsletter will be published and provided information about M-Step, MAP and local assessments when necessary. In addition to monthly news letters, parent information events will be provided multiple times throughout the year providing specific information pertaining to M-Step, MAP and local assessments and student achievement data.

The district adopted PBIS program will continue to be implemented at Elva Lynch Elementary with an emphasis on provided clear and consistent student behavioral expectations from staff and administration. There will be continued efforts to communicate with parents/guardians from the principal and dean of students with the intent to provide positive support to students throughout the school year.

Summary

28a. Summary

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

Academic Strengths:

Based on MAPS Reading data, when looking at cohort groups, there was an increase in average overall RIT scores from winter 2014 to winter 2015 in all grades k-5. There was also growth from fall to winter in regard to proficiency levels. First and third grades have shown growth from fall to winter DRA proficiency levels. In addition, the majority of our fifth grade students are proficient. There was also significant growth in the cohort group moving from fourth to fifth grade. 3rd and 5th grade MEAP scores demonstrate we are scoring at or above the state levels. 5th grade proficiency levels increased, moving from 77% in 2012 to 82% in 2013. When analyzing same students over time in MEAP, 2012 4th graders in reading increased from 80% to 82% in 2012, as fifth graders. (No MEAP data exists for the current school year, due to the implementation of M-Step.)

There are significant gains k-5 for both narrative and opinion writing from district pre-tests to mid-year post-tests. There is no discrepancy between special education and non special education students when looking at 2013 MEAP data.

Highest levels of achievement at Lynch occur in MEAP in 3rd-5th grade scores. 3rd-5th grade MEAP scores demonstrate we are scoring at or above the district and state levels in math. When looking at MAPS, growth was made from fall to winter at all levels. Also, first, third and fourth grades, gender discrepancies are not significant. In first grade, the economically disadvantaged students are out-performing their non-economically disadvantaged peers. The proficiency levels grew from Kindergarten to first, third to fourth and fourth to fifth grades. There is significant growth from district unit pre to post-tests.

Perception Strengths:

Student perception survey data indicated that over 90% of students at Elva Lynch Elementary agree that they, Feel they are getting a good education, Feel they get help when needed, Feel that their teacher cares about them, Feel safe at school, The teacher listens to students ideas and opinions, Teachers make learning interesting, Read in school everyday

Write in school everyday, Solve math problems in school everyday, Like they way they are being taught and learning in class. Based on data collected from staff perception surveys in 2014-2015 over 80% of Elva Lynch staff indicated satisfaction in the following areas. Instructional strategies support curriculum, Building Wide PBIS initiatives support student learning, Lynch is meeting the needs of the students, Lynch has high expectations for students, Lynch communicates effectively with parents, Parent are involved and have opportunities to support instruction in the classroom, Office staff is helpful with parents, students and staff members and Lynch is a good place to work. Based on data collected from the 2015 Parent Perception Survey the four areas of highest overall satisfaction among parents/guardians are Learning is clearly the main focus at Lynch (91% agree/neutral), Lynch meets my expectations for my child's education (91% agree/neutral) Teachers suggesting homework activities to supports student learning (87% agree/neutral) and Parents feel welcome at Lynch (82% agree/neutral).

Challenges:

While students have shown considerable growth from fall to winter MAPS, a large number of students in our population are non-proficient. Although average RIT scores increased from 2014-2015, the number of proficient students from kindergarten to first and first to second decreased. When looking at DRA data, while the number of non-proficient students is not as large as it is in MAPS data, a significant number of students are not meeting grade level proficiency benchmarks. Also, when examining cohort data, many groups proficiency levels declined from one year to the next. Based on MAPS Reading data, when looking at cohort groups, there an decrease in average overall RIT scores from winter 2014 to winter 2015 in our current 1st and 2nd grades. When examining DRA trends for cohort groups, there is a decrease in proficiency levels moving from kindergarten to 1st, 1st to 2nd, and 2nd to 3rd. In MEAP reading there was an 11% decrease in SY 2015-2016

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Elva Lynch Elementary School

3rd grade reading, moving from 72% proficient in 2012 to 61% in 2013. There was a 12% decrease in 4th grade, from 80% in 2012 to 68% in 2013. 4th grade MEAP shows that we were 2% lower than the state average and 7% below the district average in 2013. (No MEAP data exists for the current school year, due to the implementation of M-Step.)

Additional challenges exist in discrepancies in proficiency levels of our economically disadvantaged students, our special education students, and male vs. female student performance. Our economically disadvantaged students are underperforming non-economically disadvantaged in the DRA and MAPS assessments at all levels k-5. Our females are out-performing our males in the DRA assessment at Kindergarten, First, Third and Fourth grades. Our females are out-performing our males in the MAPS assessment at Kindergarten, First, Third, Fourth and Fifth grades. Our special education students are under-performing our non-special education students in both MAPS and DRA at all levels k-5. From grade to grade, the same group of students had a smaller number of proficient students than the previous year in most grade levels. It is important to note that, while we are comparing winter cohort data to show trends, writing proficiency levels throughout the year are based on end of year benchmarks only. There are no determined levels of proficiency for fall or winter. A large number of our students are non-proficient, according to district and MEAP assessment data. Also, our females out-performed our males and our non-economically disadvantaged out-performed our economically disadvantaged students according to fourth grade 2013 MEAP data. (No MEAP data exists for the current school year, due to the implementation of M-Step.).

In addition to academic challenges Elva Lynch continues to be challenged with declining student enrollment and increasing percentages of social economically disadvantaged students that qualify for free and reduced lunch.

28b. Summary

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

An increase in the social economical disadvantaged population may have a negative impact on student achievement. Data collected though local, state and national assessment support this trend at Lynch Elementary.

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?

All teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction at all grade levels. Components of Reader's Workshop will include whole group and small group instruction as well as one-on-one conferring to meet the individual needs of all students. Training on the effectiveness of increased student engagement in relation to increased student achievement will be offered.

- o Professional Development to Include Collaborative Structures on Literacy Best Practices
- o Reader's Notebooks
- o Cross Curricular Reading
- o Collaboration on Students Progress Monitoring Through Formative/Summative Assessments
- o Data Analysis by Students

-Title I, general education, and special education staff will be assigned strategy groups and students according to proficiency skills based on DRA2, MAPS, performance tasks, essentials, classroom observations, and conference notes to provide supplementary instruction to each

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groups and individual student's needs.

- o Professional Development to Include Intervention Training

- o Reading Recovery

Tier 2 and Tier 3 Interventions

Before/After School Enrichment Programs

-Work on vertical alignment of teaching practices and data analysis to coordinate efforts and support students (cohort data decreases from grade to grade indicate a need for this).

-Further work on best practice instructional strategies for tier 1 and intervention (proficiency levels indicate a need for this).

-All certified staff will support the application of reading workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

All teachers will implement a Writer's Workshop approach to writing instruction that includes small group or one-on-one instruction based on student need to meet the individual needs of all students. Lessons will be differentiated and focused on student engagement to best meet the needs of writers of all abilities and performance levels.

- o Collaboration on Unites of Study and Student Progress Monitoring Through Formative/Summative Assessments

- o Professional Development on to Include Collaborative Structures on Writing Best Practices

- o Writing Workshop

- Title I and certified staff will offer additional intervention time outside of daily writing instruction to support struggling students. Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

- o Intervention Outside of Daily Workshop

- o Cross Curricular Writing

-Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

-Work on vertical alignment of teaching practices and data analysis to coordinate efforts and support students (cohort data decreases from grade to grade indicate a need for this).

-Further work on best practice instructional strategies for tier 1 and intervention (proficiency levels indicate a need for this).

Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on their problem solving. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work

- o Talk Moves

- o Math Notebooks

- o Collaboration on Student Progress Monitoring Through Formative/Summative Assessments

- o Professional Development to Include Collaborative Structures on Math Best Practices

- Title I and certified staff will offer additional intervention time outside of daily math instruction to support struggling students. Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

- o Standards for Student Mathematical Practice

- o Intervention Outside of Daily Math Instruction

- All certified staff will support the application and support for problem solving skills, mental math and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events: Title I Parent Involvement

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
	Literacy and math are tested annually in grades 1-5.	Yes	All grade levels have have common unit and trimester assessments in ELA and math that are aligned to the Common Core Standards. MLPP, including DRA2 assessments, are given a minimum of three times a year to all students in K-5. Math unit and trimester assessments are given as a pre and post assessment to determine student growth and master of state standards. All students are also assessed using MAPS three times a year in ELA and Math.	

Label	Assurance	Response	Comment	Attachment
	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	The Annual Educational Report (AER) satisfies this and is linked to the SIP on the district website, http://www.lapeerschools.org/lynch/documents/LynchAER.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school does not have an 8th grade.	

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

Label	Assurance	Response	Comment	Attachment
	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		

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Label	Assurance	Response	Comment	Attachment
	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	Mrs. Kim Seifferly, Human Resources, 810-667-2401	

Label	Assurance	Response	Comment	Attachment
	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		

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our current school improvement plan is driven by Title I needs and the comprehensive needs assessment. Title I programming is developed and reviewed with our Parent Advisory Committee, Effective School Committee, and grade level teams that consist of our school improvement committees. When developing strategies and action steps for the school year, data related to the performance of economically disadvantaged students is the primary method for determining strategies and action steps in the school improvement plan to ensure appropriate supports are in place. Thus, as the school improvement plan is developed, it is re-written based on the comprehensive needs assessment and the supports needed to meet the Title I requirements. Elva Lynch's Title I services are incorporated directly into the school improvement plan to ensure all stakeholders are continuously reviewing services, determining effectiveness, and designing strategies for improving the school by improving the Title I programming as well. The comprehensive needs assessment was an ongoing process throughout the school year. At the start of the year, staff members reviewed the previous school improvement goals and monitor the progress on each of the goals. Simultaneously, teachers continued to conduct district math and literacy assessments to all students in grades K-5 to determine baseline and growth data related to MLPP/DRA2 and math trimester scores (in addition to MAPS analysis). The teachers met weekly as grade level teams with Title I coaches and interventionists and across grade levels to review the goals and data analysis, highlighting strategies for students not meeting grade level expectations. Students also engaged in activities related to building climate and our current behavior support program throughout the year. During the course of the school year, the ESC and SIP committees met monthly and grade level teams met bi-weekly. During these meetings, these groups reviewed school achievement, program/process, perception, and demographic data, including MEAP and MAPS scores and assessments, MLPP and DRA2 data, School System Review indicators, report cards, classroom assessments, staff/student/parent surveys, and demographic profile information. The data from the CNA was then analyzed to determine academic areas that needed to be targeted and was the primary vehicle to reassess how we plan and deliver instructional services and Title I supports, as well as how we communicate with our stakeholders. Title I interventionists and Title I paraprofessional support are allocated to meet the needs assessed. The entire school staff and the PAC (Parent Advisory Council) met regularly in order to review all data analyzed by the committee and to give input into the decision making process. Parents were actively involved in our monthly PAC meetings where they also assisted in developing and analyzing perception surveys that all families completed, they helped generate community support for various school activities throughout the year, and two PAC representatives each month attended district PAC meetings to share out building information with other schools in the district. In-service activities were developed and implemented that tied to the current school improvement goals, with a natural evolution into the updated school improvement goals for our five-year cycle.

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?

This process identified writing, reading, and math as our priority goals. In an effort to be concise, vital synthesized information is provided in a narrative form directly in the plan. As we continue to operate as Title I Schoolwide, our components for identifying students not mastering the content in all areas will remain the same, grade level teams will continue to meet bi-weekly to analyze student data and plan for adjusted instruction, staff and parents will also continue to work together to review academic and perception data, and Title I staff will support tiers of intervention. Based on student achievement data, not all students have met the previous school's improvement plan. We will continue to include whole staff training to enhance teaching at the Tier 1 and 2 levels. Title I interventionists and first grade training will include Reading Recovery. Communication between parents and staff is continuing to improve based on perception surveys. Whole staff and parent

School Improvement Plan

Elva Lynch Elementary School

our two-way communication between home and school. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support while at home.

Student Achievement Data:

Various student achievement data sources were used to identify our specific building needs including: MEAP/M-Step, MAPS, DRA2, district writing scores, and common math assessments. MAPS data in reading and math indicate not all students are scoring proficient or reaching their end of the year projected RIT score. 2013-2014 MEAP 3rd, 4th and 5th grade scores indicate we scored above the state average but continued improvement is needed to meet all students' needs. Elva Lynch staff reviewed DRA2 data to determine the percentage of proficiency in reading and identified students most at risk in an effort to plan appropriate interventions, a high percentage of students in grades 2, 4 and 5 are not proficient. Discrepancies were apparent between the percentage of economically disadvantaged, special education and gender in all content areas as well.

School Program Process:

When examining the School Systems Review, which are completed each year collaboratively with all staff and parent groups (PAC and PTC), sustained implementation for several indicators was noted. Improvements include the work to involve parents and the community vertical curriculum alignment K-5, vertical collaboration K-5 and involving students in the process of analyzing data. In addition, parents actively participate in the Parent Advisory Council (PAC) as a forum to provide input into decision-making within the school. The school has also worked to become more data driven by consistently assessing and using common tools to determine students' needs and strengths. We have a structure in place that allows teacher teams to collaborate on student data and the instructional program on a bi-weekly basis and inform students and parents about learning objectives.

Demographic Data:

Currently, Elva Lynch Elementary has 431 students enrolled. We have 237 males and 194 females in early fives and kindergarten through fifth grade. 60% of students qualify for free and reduced lunch.

Perception Data:

The Elva Lynch staff and parent groups helped develop and analyze perception data from staff, parents and students to identify areas of concern. Overall, students demonstrate positive perceptions with feeling they are getting a good education at Lynch, feeling their teachers care about them and agree they can get help when they need it and feel safe at school. Parent perception survey responses demonstrate high satisfaction on all questions (75% and above satisfaction) with the exception of fair student discipline procedures.

Based on the Title I program survey, there is a need to increase parent attendance during Title I family events and students taking advantage of our extended day programs. Staff perception indicates a high percentage of staff (78% and greater) support the vision and mission of Lynch and demonstrate overall positive responses related to curriculum and instruction. The perception survey also indicated a need for improved positive collaboration among grade levels with vertical alignment. The perception surveys completed by all stakeholders indicated the need to continue to include instructional and supplementary strategies and action steps within academic goals that creates a priority for staff and parent workshops and training related to academics. Improved parent perception occurred in communication to parents when a child has a problem and our two-way communication between home and school. Perception surveys indicate that 74% of parents understand purpose and goals of the Title I program at Lynch.

Based on the data gathered from the comprehensive needs assessment, Elva Lynch has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. When examining our school-wide science and social studies scores, no goals will be developed, as it was not felt that these were priority areas at this time.

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.

Elva Lynch has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. These goals directly align with the analysis from the needs assessment. Student achievement data indicates the need to enhance teaching at the Tier 1 and 2 levels in reading, writing and math. Subgroup data indicates we need to provide supplementary support for those scoring below level based on economically disadvantaged and gender. School program and process data indicates we have a structure in place that allows teacher teams to collaborate regularly on student data and the instructional program on a bi-weekly basis. Continued areas of need include standards alignment. The district is continuing to work on the development of a science and social studies curriculum that is aligned to the state expectations. In addition, a process still needs to be developed as a building for staff to share the outlined goals and objectives with students. Finally, perception data indicates the need to continue including strategies and action steps within academic goals that create a priority for staff and parent workshops and training related to academics is necessary for all to understand proactive measures for promoting effective two-way communication and support services.

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?

With discrepancies present between the percentage of economically disadvantaged, special education and gender in reading, writing and math based on 2013-2014 MEAP and common district assessments, goals in these content areas will address the whole school population and special recognition to students in these subgroups. As described in data analysis, males are scoring below females according to DRA and MAPS. Economically disadvantaged students are performing below non-economically disadvantaged students in all grades based on MAPS reading and math data. Students with special education are scoring below students without special education in all content areas.

Component 2: Schoolwide Reform Strategies

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

Elva Lynch Elementary has been working to develop and strengthen a strong, data driven, Response to Intervention (Rtl) model. This model focuses on achievement for all and offers a structured plan to close gaps by implementing a comprehensive approach to our Rtl program. The schedule, staffing, and resources will be allocated to address the needs of at-risk and failing students. The three main components of this approach are Rtl blocks, collaborative planning time for the staff, and stakeholder involvement from the Schoolwide Title I reform model. The Rtl block is designed to give students Tier 1, 2, and 3 supports as needed or indicated by the data. Students will receive instructional intervention in several doses to supplement the efforts being made in the general classroom and curriculum. The collaborative planning includes general education, special education and Title I coaches collaborating bi-weekly during and after school as part of their contractual day, which will allow increased focus on student data and interventions. Teachers will be able to collaborate within and across grade levels and with different buildings throughout the year. The school wide approach will also increase stakeholder involvement in the analysis of data and the interventions that are available beyond the school day. Parental involvement will increase our access to the necessary perception data that will drive efforts to encourage learning and support for the students throughout the community.

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).

Teachers will be implementing a Tier 1/differentiated literacy instructional plan using Reading and Writing Workshop tied to the curriculum during a daily 120 minute workshop period, five days a week. Our staff recognizes the need to improve on Tier I instruction in literacy focusing on developing secure goals (using an essential skills checklist) in each unit of study while incorporating word study and phonics. Teachers will be using data, including MAPS and M-Step analysis, unit assessments, and three to four week cycles of progress monitoring for Tier 2 students to guide and differentiate instruction in order to address students' learning styles and to close identified achievement gaps. Instructional changes to reading and writing strategies that are more individualized for students (as students are reading and writing at various different levels) and research-based practices is needed to be integrated into daily instruction. Students also need more in-depth understanding of text and comprehension to build their reading skills. The types of questioning asked to engage students in text and the process in which they respond to discussion questions will need to be supported with text and experience (Close and Critical Reading). We believe a workshop approach, supplementary instruction and Reading Recovery better meets these expectations. This has begun to be implemented, but will require a focus for the building on implementation in future years.

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

Students need more opportunities for active engagement and classroom discussion to move students beyond the current performance level to higher-level thinking and understanding of mathematical concepts. We are using common unit assessments and teachers are developing essential skills to track student progress to ensure students are mastering content. We are using this data to then provide for support for those not yet at mastery. Gender discrepancies create a unique teaching environment in terms of how curriculum is presented, atmosphere of the classroom, and strategies to engage students. High interest instruction and materials to include active engagement tasks and higher level question discussion techniques to move students beyond the current performance level in ELA is needed. Once this is completed, it is

believed that additional planning to develop units that are engaging, hands on and that promote more time to confer with students meeting individual needs is necessary.

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

The Title I Learning Coaches will support the students, staff, and paraprofessionals with instructional needs and changes for students identified as needing Tier 2 interventions. These students will be placed in intervention groups for reading, writing, math, science and/or social studies depending on the identified needs of the students. Tier 2 interventions will be provided by either the Title I learning coach, general education teacher or special education teacher, depending on the severity of the need. Groups will follow a prescribed intervention curriculum and will be progress monitored throughout their intervention period. Interventions will be adjusted as needed. Students receiving Tier 2 interventions will still receive their Tier 1 classroom instruction. Students in first grade will be assessed and 20% of the most struggling students will receive Reading Recovery for 12 weeks (Tier 3 instruction) as well as their Tier 1 classroom instruction. Students that are identified as needing additional intervention beyond Tier 2 will be identified by classroom teachers and the intervention team during PLC meetings and referred to our Student Assistance Team (SAT) for further review. The Title I interventionist, Title I Learning Coach and Principal shall lead the school staff through data meetings in the fall, winter and spring. Each grade level team will meet to review data on a regular basis. This team will work together to revise and update intervention groups and plan for additional changes in instruction to meet the needs of individual students. These teams will also set goals for closing achievement gaps at each grade level and at each tier of instruction. Professional development will be delivered to all certified staff to enhance teaching at the Tier 1 and 2 levels. Whole staff training and parent workshops will be offered for the purpose and building procedures for the improvement of informing parents about teaching and learning, communication to parents when a child has a problem, and our two-way communication between home and school. Title I Coaches and paraprofessional support will be allocated based on the students not meeting expectations, including at the kindergarten and first grade levels, to ensure that time is provided for students to receive additional guided support in reading. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support to their child while at home.

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

Through on going data analysis, grade level and across grade level collaboration times built into the school day, staff determine if student needs are being met. Teachers use the district pacing guide in reading, writing and math to determine the administration of pre and post unit assessments to include trimester reading and MAPS (reading and math) administration. The collaborative planning includes general education, special education, administrator and Title I coaches collaborating bi-weekly during and after school as part of their contractual day, which allow for increased focus on student data and interventions. Teachers are able to collaborate within and across grade levels and with different buildings throughout the year. For every intervention, teachers document intervention plans, how often they meet with individual students, and record progress using progress monitoring data. Teams meet during collaboration to review data and determine next steps for instruction. Assessment results are continuously being used to drive instruction, small group, whole group and individualized needs.

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	<p>All Elva Lynch paraprofessionals are highly qualified. Paraprofessionals are required to have either passed the Work Keys assessment, or obtain an associate's degree, or have 60 semester hours of college credit to be considered Highly Qualified.</p>	

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	<p>100% of Elva Lynch teachers are Highly Qualified under the Federal guidelines. Lapeer Community Schools only hires teachers that are highly qualified. The Lapeer Community Schools Human Resources Department keeps record of the qualified status of instructional employees.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher was displaced at Elva Lynch Elementary due to decrease in enrollment. The principal his second year as principal at Elva Lynch and his third year as an administrator at Lapeer Community Schools.

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

Elva Lynch has a total of 19 certified teachers, including Early Fives through fifth grade, special education, Title I Interventionist, Title I Learning Coach and specials teachers with a wide range of experience and education. 75% of Elva Lynch teachers have advanced degrees of a Bachelors plus a Masters degree. 24% of Elva Lynch teachers have 16 + years experience, 29% of Elva Lynch teachers have 10-16 years experience, 29% of Elva Lynch teachers have 5-9 years experience, 19% of Elva Lynch teachers have 0-4 years experience.

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

Not applicable

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

LCS has a turnover rate of 7.73%, of which the majority is a result of attrition. In order to attract highly qualified teachers, the district participates in an online application system through a regional consortium and screens for highly qualified status prior to hiring. Both central office and building administration, for the purpose of formative and summative evaluation, observe new teachers several times. Additionally, all probationary teachers are observed several times by evaluators from both central office and building administration for the purposes of formative and summative evaluation and collegiality discussion related to instructional practices. Probationary teachers are provided with a mentor and induction-related topics in professional development. The LCS has developed a collaborative process that identifies twenty-two universal teacher performance standards and focuses all evaluations and professional dialogues on these standards. Elva Lynch is recognized in the district as having high expectations for students and staff. Students are the focus of decisions made, which motivates teachers to invest significant time at school. This creates a family atmosphere. Professional development opportunities are extensive. In addition, the percentage of school of choice is increasing because of the reputation that the staff maintains for a quality education.

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?

Turnover of highly qualified teachers is not typically an issue at Elva Lynch Elementary.

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.

Professional development is delivered to all certified staff to enhance teaching at the Tier 1 and 2 levels. Whole staff training and parent workshops are offered for the purpose of informing parents about teaching and learning and our two-way communication between home and school. Title I learning coaches and interventionists supports are allocated based on the students not meeting expectations, including at the kindergarten and first grade levels, to ensure that time is provided for students to receive additional guided support in reading. Title I parent involvement funds are used to provide parent workshops that help parents provide support to their child while at home. Types of professional development included next steps in guided reading, elements for effective readers and writers workshop that included small group or one-on-one conferring and instruction based on student need to meet the individual needs of all students. Differentiation using quality classroom instruction aligned with unit assessments that foster critical mathematical thinking among students and participate in a data analysis review through the course of the year. Additional emphasis placed on teaching real life problem solving skills and applications through the use of open-ended questions, real-life scenarios to solve, and active engagement tasks prior to independent work. Professional development also included using student data to drive on-going professional learning communities and supplementary support to meet the needs of all students.

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

Based on the school's comprehensive needs assessment a written professional development plan was developed to support ongoing, sustained professional development aligned to our Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities are continuously reviewed during professional development and SIP hours, days and during weekly collaborative planning time. District professional development activities align to the school's comprehensive needs assessment and Schoolwide Reform Model.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to be active participants in all aspects of the plan. Parents have input on the plan through the Parent Advisory Council (PAC), Parent Teacher Committee (PTC), district and school SIP meetings, and parent surveys administered throughout the school year from the school and district. The plan is reviewed with the PAC, PTC, teachers, and support staff where feedback is received through written communication and oral discussions to edit any areas of concern or need. During PTC and PAC meetings parents use this opportunity to share evening events that would support them as parents in our school and the resources, training, and information needed to be successful. An annual meeting will be held to communicate information related to the Title I program, Elva Lynch's plan, and the rights of parents. A minimum of 2 different times will be offered for parent attendance including an after-school option and off site meeting. Child care will be available for the session(s) offered outside of the school day and information will be available in a language parents can understand as needed, whether via an interpreter or written changes to information for clarity or understanding.

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

As a district, the LCS has created a partnership that involves all stakeholders in the decision making process at each building and level. Elva Lynch has a Parent Advisory Council that gives input into all aspects of the educational process, including the development of the parent involvement policy. Members of PAC are invited to attend the district Parent Advisory Council meetings (PreK-12) as well. The district wide Parent Advisory Council gives input to the Superintendent of Schools related to district wide educational issues and concerns. The parent involvement policy for Elva Lynch was developed in collaboration with staff, PAC (Parent Advisory Council), PTC, and the school improvement committee using the state guidelines. Each group shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts were made by all stakeholders to prepare a policy that did not contain educational jargon but that would be accessible to all parents. Then, the policy was reviewed with these stakeholders prior to providing a copy to all parents at parent-teacher conferences. Feedback was gathered, with no input from any stakeholder that the policy was not satisfactory. In the future, Elva Lynch's parent involvement policy will be annually reviewed at the building PAC meeting and the annual Title I meeting, providing parents an opportunity to express dissatisfaction or concerns related to the policy. During parent conferences written and verbal feedback will be taken in regards to the policy. All parents will notified of visual location of the policy, given copies upon request, and receive a copy of the Student/Teacher/Parent compact. As needed, parents will receive information related to the policy in a language that they can understand, through the use of interpreters or an updated policy that is in a language that parents are able to understand. As part of the PAC, PTC, and Title I meetings related to the policy, parents will also be provided information related to the Title I program. PAC and PTC meetings will provide opportunities for parents to review and provide input into the schoolwide program and school improvement plan each year, including updates and changes. Parent input through the meetings and surveys will be reviewed and additional meetings, activities, training, or events will be offered to support their needs. During the implementation written and verbal feedback will be used to increase parent involvement and the activities offered to support families as well as increase involvement.

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

Parent involvement is currently evaluated by monitoring the number of parents who attend the fall open house, parent teacher conferences,

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Title I activities, PTC sponsored events, family nights, parent workshops, PTC meetings, perception and program surveys and/or other school or district activities. A perception survey addressing various components of parental involvement will be given to staff and parents in the current school year. The results of this data is used in order to monitor and increase parental involvement. Ongoing parental surveys are used in order to determine needs as well as methods we can use to reach out to more parents for involvement. Additionally, we are going to facilitate workshops for parents to support their struggling son or daughter in reading and writing in the home during the upcoming school year. Finally, Elva Lynch has developed a parent involvement policy plan that outlines how to accomplish the elements of the parent involvement policy.

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	The attachment will not upload.	

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

- Parent Conferences (Fall/additional conferences available upon request)
- Local assessment information (MLPP, DRA2, district writing assessment, district common assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Title I Interventionist/Learning Coach available at conferences to provide information and answer questions about assessments and interventions
- Spring Rev Up for Kindergarten Curriculum Night: Staff share Kindergarten expectations and provide all parents with examples of at home activities to help their child reach their highest potential.
- Fall Grade Level Curriculum Day: Teacher teams share grade level expectations and provide all parents with examples of instructional strategies to help their child reach their highest potential.
- Annual Assessment Meeting to review state and local assessment results and explain standards/assessments.
- Fall Kindergarten Orientation
- Fall 1st-5th grade Open House/Meet the Teacher Night and PTC Ice Cream Social
- Parent Workshops/Curriculum Events (children invited or childcare provided)
- Take Home Reading Program throughout the school year
- Summer Take Home Reading Program
- Spring Rev Up for Kindergarten
- Fall Title I Information Night
- Early Literacy Summer School
- Monthly School Newsletter/Classroom Newsletters/District publications
- District Website - provides parents with materials and resources to help their child achieve success
- Elva Lynch Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or welfare of the entire school community, parents are always the first point of contact.
- Transition to Kindergarten: Spring Rev Up for Kindergarten Night to educate preschool parents and activities to educate daycares and community stakeholders on Kindergarten expectations
- Head Start and GSRP(Great Start Readiness Program): Preschool program located in our school district that prepares students for

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Kindergarten expectations

- Parent Volunteers
- Monthly PTC school activities for families
- Student Take Home Planners
- Home-School Communication Folders
- School newsletters, classroom newsletters, district publications, social media, website
- Accommodations for parents with disabilities
- Interpreters or other supports as needed to ensure information is in a language parents can understand.
- Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement
- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits as needed
- Phone Conferences
- School newsletters, classroom newsletters, district publications, social media, website
- Accommodations for parents with disabilities
- Collaboration with community agencies, i.e., Community Mental Health, KIND, Truancy and Incurigibility Program
- Transportation Assistance
- Interpreters or other supports as needed.

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

The Elva Lynch Elementary staff will monitor the effectiveness of parent involvement components of the schoolwide plan by keeping a record of participation at each event. We will have parent sign-in sheets to keep track of which parents are participating. Since we will be offering meetings and events at different times of the day we will also monitor the attendance at different times of the day to see what time is most desired. We will also conduct a Title I Parent survey in the spring of each school year to assess parent satisfaction in our program and in the parent involvement opportunities. We will also review the Schoolwide Title I Parent Involvement plan at the Annual Title I/Curriculum Review meetings each fall. We will review the feedback we receive from parents at these meetings to see how effective our program is and how we could improve it.

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

Evaluation results were shared with teachers, district administrators and parents during SIP, PAC and PTC meetings. Our findings resulted in maintaining our current program and efforts in programming, activities, and evaluation methods as needed.

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

The Elva Lynch compact was developed collaboratively by parents, students, and staff by first asking them to consider what was expected of each stakeholder group. Then, these statements were combined and consensus was reached in regards to which elements aligned to Section 1118. Finally, each stakeholder group provided final feedback and support for the implementation of the compact. The compact was

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redeveloped at the end of the 2014-15 school year with ESC, Title I Learning Coaches, student council, PAC and PTC members. Each year prior to parent teacher conferences, the PAC reviews the compact prior to provide updates and revisions as needed. Teachers review the compact at a staff meeting in September and make suggested revisions; the student council review the student portion of the plan in September/October and make suggested revisions to this section. Teachers discuss the compact with parents during parent-teacher conferences in fall of each school year.

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

Each year, the compact is discussed at fall parent teacher conferences, shortly after the school year begins. Parents are provided information related to conferences in advance, with varied slots available for parents to meet with the classroom teacher. This provides time for the teacher, parent, and student to discuss the shared expectations and goals for the school year and to commit to the responsibilities listed in the compact. After discussing the elements, each stakeholder signs the compact indicating agreement. This process is completed with each child and his/her parent at conferences, with a copy being provided to both the teacher and the parent/student. Then, throughout the school year, each stakeholder will review these expectations at any time, through frequent communication and support. Classroom teachers will seek support of parents and students in meeting the parent and student responsibilities, while parents and students will be encouraged to voice concerns or needs in regards to the teacher responsibilities. These concerns will be shared through ongoing verbal and/or written communication, meetings, or via the building PAC forum. In addition, the Title I learning coaches and interventionist, will assist the classroom teacher and parent in upholding the responsibilities by providing workshops, professional development, and training during and outside of the school day.

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

Not applicable

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.

Parents are informed of their individual student(s) academic assessment through the use of progress reports, a report card, the M-Step report, an updating of trimester assessment letters using MLPP/DRA2 and math scores on the Inform and assessment management system, and an online grade and assignment reporting system through PowerSchool. Results are interpreted for them through conversations with classroom teachers at parent teacher conferences and on an as needed basis for those students performing below grade level expectation as parents, upon request are provided opportunities for regular meetings to formulate suggestions and to participate in decisions, as appropriate, related to their child(ren)'s education. In addition, teachers provide succinct information in a easy to read format for parents to take home. Benchmarks are also given for the grade level and the student's performance is listed in comparison to these benchmarks. In addition, parents are encouraged to ask questions in a small group format or receive information in a language they can understand.

Assistance is available for parents needing results interpreted in a language they can understand, as provided by district or building funds and resources. This includes providing a language interpreter (sign, foreign language) for conferences, parent meetings, and other meetings.
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regarding student progress, building activities, etc. Foreign language teachers within the district are also available to assist with interpreting information in Spanish and French. However, if a district staff member is not available, the building will hire an interpreter as needed. An example of what has been done to do so is providing an interpreter for all such events, including awards ceremonies, conferences, parent meetings, etc. For those not in attendance, the monthly newsletter will be published to provide minutes of important building meetings discussing assessments and state expectations. Parents are encouraged to ask questions and clarify understanding of assessments during the monthly building advisory council meetings that take place at Elva Lynch.

Component 7: Preschool Transition Strategies

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

The Lapeer Community School district hosts a Preschool Transitions Committee comprised of the preschool director, the early education department chair, Kindergarten teachers, and the Title I director. The purpose of this committee is to ensure communication and appropriate training to local preschool programs and staff members. To best prepare our incoming Kindergarten students, preschool staff participate in district literacy workshops along with early elementary teachers. Resources are provided to the director and shared with preschool staff, including the Kindergarten Grade Level Expectations, Scope and Sequence, and handwriting program. The District Early Childhood Center is currently developing a transition strategy to strengthen the connection between their program and the elementary schools. While preschool students visit kindergarten classes, local kindergartners also partner with preschool classrooms and visit them in the spring prior to Kindergarten. An annual Kindergarten round-up is held by the district to coordinate programs and screen children. A kindergarten parent workshop is offered in the spring and fall of each year. Preschool parents are invited to attend this meeting to learn about ways to support their children at home and the expectations for kindergarten. In addition, prior to the end of the school year, preschool students are invited to visit the kindergarten classrooms while parents receive information about the school and the kindergarten program.

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?

To best prepare our incoming Kindergarten students, preschool staff participate in district literacy workshops along with early elementary teachers. Resources are provided to the director and shared with preschool staff, including the Kindergarten Grade Level Expectations, Scope and Sequence, and handwriting program.

An annual Kindergarten round-up is held by the district to coordinate programs and screen children. A kindergarten parent workshop is offered in the spring and fall of each year. Preschool parents are invited to attend this meeting to learn about ways to support their children at home and the expectations for kindergarten. In addition, prior to the end of the school year, preschool students are invited to visit the kindergarten classrooms while parents receive information about the school and the kindergarten program.

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?

Power Standards and content area assessments are created by grade level/departmental teachers that meet to create both. Standardized and district level assessments are used in conjunction with content/unit assessments in order to give teachers a wide spectrum of data to inform instruction. Once Power Standards and common assessments are completed, teachers develop essential checklists within each unit of study to align with Common Core Standards. All textbooks that are implemented are chosen by a group of teachers after being screened for alignment with the Common Core. Upon implementation of assessments, teachers are encouraged to communicate suggestions for improvement to their grade level building and/or district representative or to the district chairperson. Also, grade levels discuss assessments at meetings when appropriate. After discussing assessment results, teachers then use the assessment results to identify needs within the classroom for extra support or for enrichment. The data assists teachers in determining intervention groups within a classroom and grade level based on specific need noted in the assessments. Then, teachers communicate these needs to the interventionists and paraprofessionals in order to collaboratively develop a plan of support and interventions. Their use of the data and the decisions they make regarding students' needs based on the data drive the interventions developed as a grade level and building. Upon analyzing assessments, classroom teachers are encouraged to share assessment information with parents to inform them of progress, needs, and growth. DRA2 performance levels, narrative and informational writing prompt scores, and unit math assessment results are used to inform parents of whether or not students are meeting grade level expectations in reading, writing and math. Unit assessments and trimester grades are also regularly used to communicate student performance information to parents and to other building staff. For example, as students move to a new grade, MLPP/DRA2 data and math unit and trimester results are shared via the student's file. Finally, assessment results are used by teachers to collaborate and plan for discussion of a student at our Student Assistance Team (SAT) meetings. Teachers are encouraged to take the assessments, re-administer them as needed, analyze the data, and share information with colleagues in order to determine intervention support. Then, data is again gathered to assess whether or not the interventions have been successful.

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

Teachers, Title I Learning Coaches and Interventionists, and Principal analyze data in order to identify classrooms and students for further interventions via grade level meetings/PLC's (professional learning communities). Minutes of these meetings reflect the discussions related to assessments and instructional planning. For example, teachers review MLPP/DRA2, writing prompt, and math data at the end of each district testing window (fall, winter and spring dates), determine students who are not yet meeting grade level expectations for that time in the year, and discuss strategies to support those students in progressing through the curriculum. This often includes utilizing Title I Learning Coaches and Interventionists to support classroom Tier 1 and Tier 2 instruction. All teachers participate in ongoing in-service opportunities in which they analyze and dis-aggregate data at the state, local, school, and classroom level where applicable. Teacher teams meet on a regular, bi-weekly, basis and discuss unit of study data in order to guide whole and small group instruction and make any necessary revisions to curriculum. In addition, each year, one half day is given to teachers to analyze assessment data with the Title I Learning Coaches, Interventionists, Special Education teachers and Principal.

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.

Throughout each trimester, MLPP, DRA2, MEAP assessment results, unit essentials and teacher or parents recommendation will be used in the areas of reading and writing to determine students not yet proficient or needing additional support. These students will be prioritized based on scores, using the chart below to provide tiered support. (consultation, resources, additional small group/one on one support from Title and or from classroom teacher). Throughout each trimester, math unit and trimester assessments, MEAP/M-Step scores, unit essentials and teacher or parent recommendation will be used to identify students not yet proficient or needing additional support. Students receiving scores below 80% will receive timely additional assistance. In addition, at the conclusion of unit assessments throughout the year, students receiving less than an 80% will receive re-teaching. Throughout each trimester, teacher or parent recommendation, MEAP/M-Step scores, and science and social studies assessments will be examined to determine students requiring re-teaching and additional support. Students receiving scores below 80% will receive timely additional assistance. In addition, at the conclusion of unit assessments throughout the year, students receiving less than an 80% will receive re-teaching. Elva Lynch staff will identify students that are not mastering State and district academic achievement standards by continuously collecting and monitoring data at every grade level in all content areas as described below:

Reading identification/criteria for selection for interventions for Kindergarten - 5th grade: Staff will utilize DRA2 data. This data will be displayed on the school wide data wall for weekly PLC meetings. If a student is not meeting the DRA2 grade level benchmark they will be considered for an intervention group. If a teacher believes a student not meeting the above criteria needs intervention they will present their daily records from reading workshop instruction to offer evidence for intervention. MEAP/M-Step data may be considered in the 3rd-5th grades as well, but because of the lengthily delay in receiving the scores other means will be necessary to assure timely interventions take place.

Writing identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be selected for intervention in writing based on the Lapeer Community School District writing rubric scores used to score grade level common assessments given throughout the year and teacher observations from daily writing assignments. Teachers in the fourth grade can also review MEAP/M-Step writing data once scores are received. Grade level PLC teams will review all data collected to identify students in need of intervention focusing on individual needs of the student and this may include but is not limited to work on ideas, organization, voice, word choice, sentence fluency and conventions.

Math identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be selected for math intervention after reviewing math assessments, grade level common assessments, and teacher observation/data collection. Third, fourth and fifth grade teachers may also use MEAP/M-Step math data once those scores are received. Math data will be used to determine the specific intervention needs of students.

Science identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be identified for science intervention by analysis of grade level assessments. If a student is not meeting grade level expectations and is unable to understand concepts being taught they will receive science intervention. During grade level PLC's the team will also identify same students that are given additional reading support and provide content support needed to be successful in science.

Social Studies identification/criteria for selection for interventions for Kindergarten - 5th grade: Students will be identified for social studies intervention by analysis of grade level chapter assessments. If a student is not meeting grade level expectations and is unable to understand concepts being taught they will receive social studies intervention. During grade level PLC's the team will also identify same students that are given additional reading support and provide content support needed to be successful in social studies.

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?

Interventions:

At the beginning of the year, student assessment data from the previous school year and baseline data taken the first two weeks of school are used to prioritize students needing additional assistance in each content area during bi-weekly grade level Professional Learning Community (PLC)/collaborative meetings. Then, at the start and end of each trimester and within each unit of study in reading, writing, math, science and social studies, the general education teachers at all grade levels give students a pre and post assessment. The pre assessment data drives the discussion during biweekly collaborative team meetings with grade level teachers, paraprofessionals, Title I coaches and special education teachers. Collaboratively, they identify essential learning level groups and plan for supplementary instruction that is built into the daily schedule at least four times a week. Based on the individual needs of students, grade level teams of teachers and instructional paraprofessionals work with groups of students that have been identified and focus on the essential learnings that the data revealed. This occurs simultaneously during different grade level blocks of time. We prioritize the greatest area of concern for students who have discrepancies in more than one content area. We attempt to address reading, writing and math first as indicated in our needs assessment. We provide supplementary instruction to these students to include 12 weeks of Reading Recovery to 12-20 weeks. We then progress monitor the students mastery of the identified skill. This allows for students to be moved to different skill groups in order to address students who have more than one area of concern during a trimester. At the end of each trimester, student data are reassessed to re-prioritize student needs in each content area. In addition, students not responding to classroom interventions, as assessed by ongoing classroom unit assessments and essentials, students identified for Tier 2 receive Title I support through one or more of the following methods: consultation with the classroom teacher and interventionist, additional resources, additional small group or one-on-one support. Students demonstrating growth and meeting proficiency standards are removed from prioritized lists but continue to be monitored at the above mentioned intervals and as needed. For students prioritized as needing the greatest interventions, the interventionist and special education teachers work diligently with these students in conjunction with the classroom teacher. If needed, the student assistance team (SAT) meet and explore additional interventions and discuss current strategies being used. Upon recommendation the student may be tested for special education. If the student qualifies for special education services additional accommodations are made. If the student does not qualify for special education services, support staff intensifies services. The students participate in various programs to meet their needs.

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

Classroom teachers differentiate instruction through the use of Reading and Writing workshop. This model lends itself to differentiate for all students with its required components of teaching the mini-lesson, providing independent and guided group instruction and practice, and conferring with groups or with individual students. Teachers provide various accommodations and deliver instruction in a variety of ways depending on individual student needs, such as teaching the same skill through the use of a manipulative, hands-on, orally, and/or providing students to demonstrate their learning in different way, etc. Our plan reflects an emphasis on additional training for improving our methods and strategies for differentiation and providing quality instruction for all students to include active engagement and higher order thinking and discussion strategies

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

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

- Federal:
- School Lunch: free and reduced lunch
 - Special Education Preschool: ECDD classroom services students with IEPs for academics
 - Title I: supports all students academically with Tier 1 and Tier 2 interventions using an RtI model
 - Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs
 - Title II A - Teacher Training: provides staff training
 - Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local programs and Resources. Provides support for potential LEP students.

- State:
- School Breakfast: provides breakfast for all students, free of charge
 - School Lunch, USDOA Food program: provides lunch for free and reduced students

- Local:
- Title I District Wide Summer School: provides summer school for students in grades K-3 that were not proficient based on district and building academic criteria
 - Lapeer Family Literacy Center: supports afterschool academic programs, tutoring, and parent workshops
 - KIND (Kids in New Directions): supports behavioral interventions and social groups
 - Lapeer District Library Summer Reading Program: supports reading in the summer
 - Early on Truancy Prevention: supports families that have ongoing attendance concerns and supports behavioral interventions
 - Community Mental Health: supports students with IEPs and/or behavioral interventions
 - Kiwanis & Rotary Clubs: holiday assistance help, supports academics with volunteers and provides all 3rd grade students dictionaries
 - District process for screening & recruiting volunteers: The Lapeer Community Schools has a district wide process for recruiting and screening volunteers and provides a list of available individuals to buildings for tutoring and other services.
 - District preschool: Kids & Company: provides families with a preschool program
 - The annual Kindergarten Roundup coordinated by the district: brings a variety of community agencies together including the Health Department, public library, and Kids and Company (preschool program) and provides the opportunity for families to register their child for kindergarten and have assessment screening.
 - Preschool Transitions: host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90 minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years of age accompanied by a parent or caregiver who participates in the activities.
 - Lapeer County Health Department: provides vision and hearing screening services
 - Lapeer Great Start Collaborative
 - Foster Grandparents: provides volunteers for the classroom
 - National Honor Society Students: provides tutoring for students and assistance in the classroom
 - LIFT (Lapeer Investing in Families Together): provides support for struggling families

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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.

Federal:

- School Lunch
- Special Education Preschool
- Title I
- Title I Schoolwide Planning
- Title II A - Teacher Training
- Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local programs and Resources. Provides support for potential LEP students.

State:

- School Breakfast
- State Aid provides basic instructional program

Local:

- Title I District Wide Summer School
- Lapeer Family Literacy Center
- KIND (Kids in New Directions)
- Lapeer District Library Summer Reading Program
- Early on
- Community Mental Health
- Kiwanis & Rotary Clubs
- District process for screening & recruiting volunteers
- District preschool: Kids & Company
- Preschool Transitions: Provides a preschool program for 3 and 4 year olds. Visits are organized with the building staff in the spring.
- Lapeer County Health Dept provides vision and hearing screening services.
- Lapeer Great Start Collaborative
- Foster Grandparents
- National Honor Society Students
- LIFT (Lapeer Investing in Families Together)

Comprehensive Needs Assessment

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.

Schoolwide Reform Strategies

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.
- SAT/Student Assistance Team: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)
- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.
- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.
- Title IIA/Teacher Training: provides staff training.

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- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model. High-Quality and Ongoing Professional Development

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.

- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.

- Title IIA/Teacher Training: provides staff training.

- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model. Strategies to Increase Parental Involvement

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.

- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.

- Title IIA/Teacher Training: provides staff training.

- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model.

Preschool Transition Strategies

- District preschool: Kids & Company: provides families with a preschool program

- Kindergarten Rev-Up: Each Spring we invite preschool families to attend a "Rev-Up for Kindergarten event where we provide academic strategies and materials for parents to use over the summer with their child. Teacher Participation in Making Assessment Decisions

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.

- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.

- Title IIA/Teacher Training: provides staff training.

- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model. Timely and

Additional Assistance to Students

- Title I: supports all students academically with Tiers 1, 2 and 3 interventions using an RtI model.

- Title I Schoolwide Planning: supports the staff in the design and implementation of Title I programs.

- Title IIA/Teacher Training: provides staff training.

- SAT: supports academic and behavioral interventions used in the school improvement plan and supports the RtI model.

- Bi-Weekly Professional Learning Community (PLC) Meetings: Grade level teams of teachers meet, share and analyze student data and plan for further instruction including small and whole group needs. Coordination and Integration of Federal, State and Local Programs and resources

- We will continue to collaborate with local agencies on an ongoing basis, such as KIND, Early On Truancy and Prevention Program, KIWANIS, Lapeer District Library, the Lapeer Family Literacy Center, etc. as previously mentioned. As part of the plan evaluation process, all ten schoolwide components will be implemented throughout the year on a community based schedule. Planned events, meetings, and special nights will be communicated to all stakeholders through the use of a calendar. The decision making bodies (effective schools committee, parent advisory council, building staff, and collaborative planning teams) will input the necessary data and analyze the results of assessments to inform our progress monitoring throughout the year. At the district level, the administrative team will furnish a common professional development schedule and continuous collaboration plan to ensure that all schools are progressing adequately through their school improvement plans.

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.

Elva Lynch Elementary is an Early Fives through fifth grade building. Therefore, adult education, vocational and technical education, and job training are not applicable. At the early fives and kindergarten level, many of the federal, state and local preschool transition programs work in conjunction to provide a variety of support programs for students. In the area of violence prevention, Elva Lynch Elementary works with the

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local Court House using the Early On Truancy and Prevention program. They provide a liaison that works directly with the school and family. Collaboratively, teams meet regularly and make accommodations to meet the needs of each child referred to the program. In the area of nutrition, Elva Lynch Elementary receives federal and state funding to fully fund the breakfast program and support lunch programs for students who qualify for free and reduced meals. At the local level, Elva Lynch partners with the Lapeer Health Department to provide additional nutritional support. Local agencies such as KIWANIS and several organizations in our "First Call For Help" booklet provide families with information regarding MI Child, dental services, clothing needs, and counseling services. These organizations are available to provide assistance in the areas of health, nutrition, housing and basic life needs. Student cafeteria and office workers, flag helpers and fifth grade morning announcers provide students with an opportunity to take on positions within the building that promote responsibility each day.

Evaluation:

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

The school improvement plan and Title I program for Elva Lynch Elementary will be reviewed throughout the school year and revised as evidence to do so becomes apparent, through analysis of achievement and perception data. The major decision making bodies for Elva Lynch Elementary (Elementary Effective Schools Committee/ESC, Parent Advisory Council/PAC and School Improvement Committees that consist of grade level teams) will review data yearly. These bodies, comprised of various stakeholders, including a parent representative from each classroom, all teaching staff, support staff liaisons and student liaisons, will continue to study student achievement data from a variety of sources that include the MEAP/M-Step data, MLPP (Michigan Literacy Progress Profile) data, district level assessments using DRA2, common writing prompts and unit assessments in math, chapter tests, and classroom assessment and/or observational data. In addition, demographic information, perception data, and program/process data will be examined. As referenced in the attached parent involvement policy, regular collaboration between school and home will be essential to ensuring that all stakeholders are well informed and involved in the continuous improvement of our schoolwide plan. Stakeholders will receive updates and vital information through school newsletters, the automated telecommunication system (which can deliver voice, text, and e-mail alerts), open Power School access for parents, scheduled Title I nights for all families, meetings of the ESC, PAC, and collaborative staff planning. From the beginning of the year, stakeholders will review the Annual Education report, home-school compact, parent involvement policy, and parental resources at our open house. In addition to scheduling special informational activities throughout the school year, we will discuss the parent compact at parent teacher conferences.

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.

Elva Lynch Elementary utilizes three different avenues to involve all stakeholders in evaluating process. These three bodies include the Effective Schools Committee (ESC), the Parent Advisory Council (PAC), and the School Improvement Committees (SIP Committees) which consist of grade level teacher teams. One of the major decision making bodies for Elva Lynch Elementary is the ESC (Effective Schools Committee). This collaborative group is comprised of various teachers teaching different grade levels and subjects. In addition, all staff are encouraged to attend ESC meetings and provide input into decisions being made and analyzing data. During PTC meetings, two teacher representatives attend monthly meetings and share parent input regarding the development and review of our SIP with ESC and SIP committees for school improvement initiatives. In addition to the ESC, Elva Lynch utilizes PAC (Parent Advisory Council) to seek parent input in regards to building decisions. While not an independent decision-making body, parent representatives are sought from each classroom to promote varied participation. The committee then meets regularly to discuss the school improvement plan and to review changes to the plan and/or implementation. In addition, each meeting is focused on providing information and then seeking input and ideas related to issues facing the building. The PAC also serves as a committee that regularly completes various collaborative projects with teacher representatives, including budget decisions, parent compact and policy development, bond budget expenditures, etc. Finally, data related to building performance is often shared, examined, and gathered as part of these meetings. School Improvement Committees consist of grade level teacher teams that meet weekly during collaborative planning time. All teaching staff serve on one of the goal committees and meet bi-monthly with any other representatives for their committee (parents/support staff) to review data, discuss goals, and develop/communicate materials, assessments, and other elements of the goal to deliver to the rest of the staff. Throughout the year, the PAC also reviews the school improvement plan and discusses future needs based on data. Throughout the year, staff are also determining future needs to develop goals for the following school year. The ESC, PAC, staff, and parents study student achievement data from a variety of sources that include the MEAP/S-Step data, MLPP (Michigan Literacy Progress Profile) and DRA2 data, district level assessments, chapter tests, and classroom

assessment and/or observational data. Upon reviewing the compiled data, goals and strategies are developed and resources are allocated to appropriately address the needs of our students, especially those students not yet meeting grade level expectations. Examples of decisions based on previously mentioned data include: professional development opportunities, grade level planning agendas, grade level and individual student interventions, budget development and resource allocation, support staff scheduling, curriculum implementation, positive behavior support planning, enrichment activities and support, and technology and software needs.

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

The ESC, grade level teaching staff, and parent groups (PTC and PAC) will review the compiled data to determine if the existing goals and strategies are appropriate and whether or not they are meeting the needs of our students and moving us toward goal achievement. The Title I Learning Coaches and Interventionists will assist with compiling this data and identifying students not meeting expectations. The effectiveness of the plan, strategies, and supports will be analyzed to determine whether or not they are effective and to determine programming needs/changes for the following school year.

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?

During SIP, ESC, PAC and PTC meetings and bi-weekly collaborative planning, we analyzed classroom, grade level and building achievement data, perception and profile data and identified strengths and weaknesses. We also used our targeted student list and conducted a careful evaluation to look for the existence of gaps in subgroups and content area. In addition to analyzing building data, the Title I interventionist, Title I Learning Coaches and Principal compiled data to discuss specific strategies and action steps with general and special education teachers during PLC and SIP meetings to strengthen academic achievement for all students. Then we wrote our school improvement plan to include three areas of need; writing, reading, math with an integration of improved parent communication and involvement within each content area.

2015-2016 Lynch School Improvement Plan

Overview

Plan Name

2015-2016 Lynch School Improvement Plan

Plan Description

Goals for 2015-2016 SIP

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 Elva Lynch Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$500
2	All students at Elva Lynch Elementary will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
3	All students at Elva Lynch Elementary will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0

Goal 1: All students at Elva Lynch Elementary will become proficient in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of scoring 80% or higher on an average of all unit assessments or make growth of 40 percentage points from pre to post assessment in Mathematics by 06/30/2017 as measured by district unit assessments..

Strategy 1:

Student Engagement Through Quality Instruction and Problem Solving - Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on their problem solving. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work

Research Cited: Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Smith, M. & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). *The Tools of Classroom Talk. Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6*, 11–42.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). *With a little help from my friends: Scaffolding techniques in problem solving*. *Investigations in Mathematics Learning*2, 7(2), 21–32.

Marzano, R. J. *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). *Classroom instruction that works. Research based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." *Teaching and Teacher Education*, 11(1), 81-95.

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Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." *Learning and Instruction*, 15(2), 123-139.

Tier: Tier 1

School Improvement Plan

Elva Lynch Elementary School

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quality instruction to engage students in in critical thinking related to math. Talk moves as a strategy and as research, include Classroom Discussions; Using Math Talk to Help Students Learn by Suzanne H. Chapin.	Direct Instruction			08/25/2014	06/30/2017	\$0	Title I Part A	Elva Lynch Elementary teaching staff, Principal
Activity - Math Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize math notebooks to academically support math concepts throughout the school year.	Academic Support Program	Tier 1	Implement	08/25/2014	06/30/2017	\$500	Title I Part A	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Interventionist, and Principal
Activity - Collaboration on Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. In addition, staff will meet with students to assist them in creating their own data collections. Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Word study/grammar/mechanics instruction will be embedded in the context of reading and writing workshops.	Professional Learning			08/25/2014	06/30/2017	\$0	Title I Part A, Title II Part A	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
Activity - Professional Development to Include Collaborative Structures on Math Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Elva Lynch Elementary School

All certifies staff will participate in professional development to include lesson students, lab classrooms and other forms of collaboration to support lesson development and the use of best practice math strategies. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program	Tier 1		09/01/2015	06/30/2017	\$0	Title II Part A	Principal, Classroom Teachers, Learning Coaches
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Strategy 2:

Differentiation To Supplement Learning - Title I and certified staff will offer additional intervention time outside of daily math instruction to support struggling students.

Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

Research Cited: Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics:

Response to Intervention (Rti) for Elementary and Middle Schools." National Center for Education Evaluation and Regional Assistance: 1-91.

Grimes, K. J., Stevens, D. D., The, S., Delta, P., May, N., & J, B. K. (2015). as Grimes and Dannelle D . Stevens, 90(9), 677–680.

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Ball, Deborah L., et al. (1998). "Learning by all." Phi Delta Kappan. 77,7. 468+

Lewis, C., Perry, R., Hurd, J., & O'Connell, M. P. (2006). Lesson study comes of age in north america. Phi Delta Kappan, 88(4), 273–281.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA:

Harvard Education Press.

Tier: Tier 2

Activity - Standards for Student Mathematical Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams to include learning coaches will analyze student data based on the eight standards for student mathematical practices and adjust instruction for supplementary support where needed. Staff will research and plan interventions to address gaps in achievement that are demonstrated in student data. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction.	Academic Support Program			08/25/2014	06/30/2017	\$0	Title I Part A	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals

School Improvement Plan

Elva Lynch Elementary School

Activity - Intervention Outside of Daily Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program	Tier 2		08/28/2015	06/30/2017	\$0	Title I Part A	Principal, Learning Coaches, Classroom Teachers

Strategy 3:

Increase Parent Involvement with the Support of Mathematics - All certified staff will support the application and support for problem solving skills, mental math and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events: Title I Parent Involvement

Research Cited: Schnee, Emily; Bose, Enakshi. Parents "Don't" Do Nothing: Reconceptualizing Parental Null Actions as Agency. School Community Journal, v20 n2 p91-114 2010.

Kliman, Marlene. Math Out of School: Families' Math Game Playing at Home. School Community Journal, Page 9 of 48. v16 n2 p69-90 Fall-Win 2006.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools."

National Center for Education Evaluation and Regional Assistance : 1-91.

Tier:

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology			08/25/2014	06/30/2017	\$0	Title I Schoolwide , Title I Part A	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

Goal 2: All students at Elva Lynch Elementary will become proficient readers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency based on DRA2 assessment data, or if not at grade level, showing 1 1/2 year growth in English Language Arts by 06/17/2016 as measured by end of the year DRA assessment data.

Strategy 1:

Student Engagement Through Quality Instruction - All teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction at all grade levels. Components of Reader's Workshop will include whole group and small group instruction as well as one-on-one conferring to meet the individual needs of all students. Training on the effectiveness of increased student engagement in relation to increased student achievement will be offered.

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grad. What Works Clearinghouse. Washington D.C. Retrieved from

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J. & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission, 93. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377>

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development to Include Collaborative Structures on Literacy Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Elva Lynch Elementary School

All certified staff will participate in professional development to include lesson studies, lab classrooms and other forms of collaboration to support lesson development and the use of best practice literacy strategies. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Evaluate	08/25/2014	06/01/2017	\$0	Title II Part A	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Interventionist, and Principal
Activity - Reader's Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will provide students with composition notebooks to be used as reader's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent reading, and a location for each student to share their thinking about the Just Right Text they are reading. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students.	Direct Instruction			08/25/2014	06/30/2017	\$0	Title I Part A	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, and Title I Interventionist
Activity - Cross Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning		Implement	08/25/2014	06/30/2017	\$0	General Fund	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, Title I Interventionist, and Principal
Activity - Collaboration on Student Progress Monitoring Through Formative/Summative Assessments.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Elva Lynch Elementary School

Staff will monitor student progress through formative and summative assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning	Tier 1	Implement	09/01/2014	06/30/2017	\$0	Title II Part A, Title I Part A	All Classroom Teachers, and Principal, Learning Coaches
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Activity - Data Analysis by Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with students to assist them in creating their own data collections. Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2018	\$0	No Funding Required	Teaching Staff and Administration

Strategy 2:

Increase Parent Involvement with the Support of Reading - All certified staff will support the application of reading workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective Programs for Struggling Readers: A Best Evidence Synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrena, Carla, Sipe, Cynthia L., and McClanahan, Wendy S., "Mentoring School-age Children: Relationship Development in Community-based and School-based Programs.", 2000

Harvey, Stephanie and Goudvis, Anne, "Strategies That Work: Teaching Comprehension for Understanding and Engagement, Edition 2", 2007

Miller, Debbie, "Reading with Meaning: Teaching Comprehension in the Primary Grades", 2002 Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All. A report by the Early Grade

Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute.

Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Lenters, Kim.FROM STORYBOOKS TO GAMES, COMICS,BANDS, AND CHAPTER BOOKS: A

YOUNG BOY'S APPROPRIATION OF LITERACY PRACTICES. Canadian Journal of Education, v30 n1 p113-136 2007.

Tier:

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Elva Lynch Elementary School

Families will be invited to take part in evening events to support the grade level essential learnings within readers workshop taking part in general and special education classrooms. During these evening dinner events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement			08/25/2014	06/30/2017	\$0	Title I Schoolwide, Title I Part A	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal
Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Parent Involvement			06/06/2014	06/30/2017	\$0	Title I Part A, Title I Schoolwide	Learning Coaches, Interventionists, Principal, and Participating Classroom Teachers

Strategy 3:

Differentiation to supplement learning - Title I, general education, and special education staff will be assigned strategy groups and students according to proficiency skills based on DRA2, MAPS, performance tasks, essentials, classroom observations, and conference notes to provide supplementary instruction to each groups and individual student's needs.

Research Cited: Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

School Improvement Plan

Elva Lynch Elementary School

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.
 Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.

Tier:

Activity - Professional Development to Include Intevention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will participate in professional development and observe a colleague teaching interventions. A focus will be placed on guided reading strategies, Reading Recovery best practices, and conferencing to meet the individual needs of struggling readers. Certified staff will use the expectations from units of study, Common Core, and essentials to identify guided reading strategies and conferencing to support all students. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction.	Technology , Professional Learning			08/25/2014	06/30/2017	\$0	Title II Part A	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, Title I Coaches, Interventionist, and Principal
Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained certified staff will work individually with the most at-risk first graders in daily one-on-one lessons following the Reading Recovery lesson framework. Trained Reading Recovery teachers will provide professional development for other staff on best practices for struggling readers. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program			08/25/2014	06/30/2017	\$0	Title I Schoolwide	Trained Reading Recovery Staff
Activity - Cross Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will support informational reading outside of daily workshop aligned with science and social studies curriculum and common core using text at students' appropriate reading level based on the DRA2. Supplementary support using informational text will take place during weekly and daily intervention times and align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	General Fund, Title I Part A	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Coaches, Interventionist, and Principal

School Improvement Plan

Elva Lynch Elementary School

Activity - Tier 2 and 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of intervention time, Title I and teaching staff will be assigned to individual students and or groups of students identified for Tier 2 and Tier 3 support. This assigning of staff to students in Tiers 2 and 3 will take place at the start of the year after data is collected and then be adjusted periodically through the course of the year. Students will have their interventions adjusted as needed depending on progress monitoring data. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Title I Schoolwide , Title II Part A	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals.
Activity - After School Enrichment Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and parent volunteers will implement after school enrichment programs at Elva Lynch Elementary to support social and academic needs based on interest level to further engage students in the curriculum. Enrichment activities will align to the common core standards. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Extra Curricular			08/25/2014	06/30/2017	\$0	General Fund, Other	Title I Learning Coaches, Intervention ist and all certified staff at Elva Lynch Elementary

Goal 3: All students at Elva Lynch Elementary will become proficient writers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2017 as measured by by a minimum score of 28 points based on a 44 point rubric or demonstrate 10 points of improvement on the final post assessment..

Strategy 1:

Student Engagement Through Quality Instruction - All teachers will implement a Writer's Workshop approach to writing instruction that includes small group or one-on-one instruction based on student need to meet the individual needs of all students. Lessons will be differentiated and focused on student engagement to best meet the needs of writers of all abilities and performance levels.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print. Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print. Johnston, Peter H. SY 2015-2016

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Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Anderson, C. 2005. "Assessing Writers." Portsmouth, NH: Heinemann.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, C. (2005). Assessing Writers. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). A fresh look at writing: A professional's guide. Portsmouth, NH: Heinemann.

Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction. Boston, MA: Addison Wesley Longman.

Wood Ray, K. (1999). Wondrous words: Writers and writing in the elementary classroom

Tier: Tier 1

Activity - Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement and apply MAISA writing units of study as they become available. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology, Professional Learning			09/08/2014	06/30/2017	\$0	Title II Part A	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.

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Activity - Professional Development on to Include Collaborative Structures on Writing Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on best instructional practices, use of MAISA writing units, understanding of genre writing, and differentiation within writing workshop to include strategies for student engagement will be offered in order to meet the needs of writers of all abilities and performance levels. In addition to after school PD, opportunities for LAB classroom visits will be available for staff to observe colleagues, set goals, and reflect on teaching practices. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning			08/25/2014	06/30/2017	\$0	Title II Part A, Title I Part A	Principal, learning coaches and intervention ists, special education team, classroom teachers, and paraprofessionals.

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications, at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed for workshop will include student notebooks, mentor texts, and technology.	Technology , Professional Learning			09/08/2014	06/30/2017	\$0	Title I Part A	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals

Strategy 2:

Differentiation To Supplement Learning - Title I and certified staff will offer additional intervention time outside of daily writing instruction to support struggling students.

Staff will use unit pre and post assessment data, classroom observations, and essentials to identify individual student needs.

Research Cited: Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

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Dorn, L. J., & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.

Tier:

Activity - Intervention Outside of Daily Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Title II Part A, Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Cross Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities of writing across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will include all necessary materials to support the science and social studies curriculum to include informational text and technology resources.	Technology , Academic Support Program			09/08/2014	06/30/2017	\$0	Title I Part A, General Fund	All certified staff to include principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

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Strategy 3:

Increase Parent Involvement and Knowledge for Writing - Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

Research Cited: Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier:

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			09/08/2014	06/30/2017	\$0	Title I Schoolwide, Title I Part A	Principal, Learning Coaches, Interventionists, Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Enrichment Programs	Staff and parent volunteers will implement after school enrichment programs at Elva Lynch Elementary to support social and academic needs based on interest level to further engage students in the curriculum. Enrichment activities will align to the common core standards. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Extra Curricular			08/25/2014	06/30/2017	\$0	Title I Learning Coaches, Interventionist and all certified staff at Elva Lynch Elementary

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	Families will be invited to take part in evening events to support the grade level essential learnings within readers workshop taking part in general and special education classrooms. During these evening dinner events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

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Tier 2 and 3 Interventions	Through the use of intervention time, Title I and teaching staff will be assigned to individual students and or groups of students identified for Tier 2 and Tier 3 support. This assigning of staff to students in Tiers 2 and 3 will take place at the start of the year after data is collected and then be adjusted periodically through the course of the year. Students will have their interventions adjusted as needed depending on progress monitoring data. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals.
Family Events	Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			09/08/2014	06/30/2017	\$0	Principal, Learning Coaches, Intervention ists, Classroom Teachers
Intervention Outside of Daily Writing Workshop	Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals
Reading Recovery	Trained certified staff will work individually with the most at-risk first graders in daily one-on-one lessons following the Reading Recovery lesson framework. Trained Reading Recovery teachers will provide professional development for other staff on best practices for struggling readers. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program			08/25/2014	06/30/2017	\$0	Trained Reading Recovery Staff

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Super Summer Success	Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Parent Involvement			06/06/2014	06/30/2017	\$0	Learning Coaches, Interventionists, Principal, and Participating Classroom Teachers
Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology			08/25/2014	06/30/2017	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross Curricular Writing	Staff will provide students with opportunities of writing across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will include all necessary materials to support the science and social studies curriculum to include informational text and technology resources.	Technology , Academic Support Program			09/08/2014	06/30/2017	\$0	All certified staff to include principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

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Cross Curricular Reading	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning		Implement	08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, Title I Interventionist, and Principal
Cross Curricular Reading	All certified staff will support informational reading outside of daily workshop aligned with science and social studies curriculum and common core using text at students' appropriate reading level based on the DRA2. Supplementary support using informational text will take place during weekly and daily intervention times and align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Coaches, Interventionist, and Principal
After School Enrichment Programs	Staff and parent volunteers will implement after school enrichment programs at Elva Lynch Elementary to support social and academic needs based on interest level to further engage students in the curriculum. Enrichment activities will align to the common core standards. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Extra Curricular			08/25/2014	06/30/2017	\$0	Title I Learning Coaches, Interventionist and all certified staff at Elva Lynch Elementary

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on to Include Collaborative Structures on Writing Best Practices	Professional development on best instructional practices, use of MAISA writing units, understanding of genre writing, and differentiation within writing workshop to include strategies for student engagement will be offered in order to meet the needs of writers of all abilities and performance levels. In addition to after school PD, opportunities for LAB classroom visits will be available for staff to observe colleagues, set goals, and reflect on teaching practices. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning			08/25/2014	06/30/2017	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers, and paraprofessionals.

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Tier 2 and 3 Interventions	Through the use of intervention time, Title I and teaching staff will be assigned to individual students and or groups of students identified for Tier 2 and Tier 3 support. This assigning of staff to students in Tiers 2 and 3 will take place at the start of the year after data is collected and then be adjusted periodically through the course of the year. Students will have their interventions adjusted as needed depending on progress monitoring data. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals.
Collaboration on Student Progress Monitoring Through Formative/Summative Assessments.	Staff will monitor student progress through formative and summative assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning	Tier 1	Implement	09/01/2014	06/30/2017	\$0	All Classroom Teachers, and Principal, Learning Coaches
Intervention Outside of Daily Writing Workshop	Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program			08/25/2014	06/30/2017	\$0	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals
Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to implement and apply MAISA writing units of study as they become available. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning			09/08/2014	06/30/2017	\$0	Principal, learning coaches and intervention ists, special education team, classroom teachers and paraprofessionals.

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Professional Development to Include Collaborative Structures on Math Best Practices	All certifies staff will participate in professional development to include lesson students, lab classrooms and other forms of collaboration to support lesson development and the use of best practice math strategies. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program	Tier 1		09/01/2015	06/30/2017	\$0	Principal, Classroom Teachers, Learning Coaches
Professional Development to Include Collaborative Structures on Literacy Best Practices	All certified staff will participate in professional development to include lesson studies, lab classrooms and other forms of collaboration to support lesson development and the use of best practice literacy strategies.This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Evaluate	08/25/2014	06/01/2017	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Interventionist, and Principal
Professional Development to Include Intevention Training	Certified staff will participate in professional development and observe a colleague teaching interventions. A focus will be placed on guided reading strategies, Reading Recovery best practices, and conferencing to meet the individual needs of struggling readers. Certified staff will use the expectations from units of study, Common Core, and essentials to identify guided reading strategies and conferring to support all students. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction.	Technology , Professional Learning			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, Title I Coaches, Interventionist, and Principal

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Collaboration on Student Progress Monitoring Through Formative/Summative Assessments	Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. In addition, staff will meet with students to assist them in creating their own data collections. Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Word study/grammar/mechanics instruction will be embedded in the context of reading and writing workshops.	Professional Learning			08/25/2014	06/30/2017	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis by Students	Staff will meet with students to assist them in creating their own data collections. Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology, Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2018	\$0	Teaching Staff and Administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Standards for Student Mathematical Practice	Grade level teams to include learning coaches will analyze student data based on the eight standards for student mathematical practices and adjust instruction for supplementary support where needed. Staff will research and plan interventions to address gaps in achievement that are demonstrated in student data. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction.	Academic Support Program			08/25/2014	06/30/2017	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Math Notebooks	Students will utilize math notebooks to academically support math concepts throughout the school year.	Academic Support Program	Tier 1	Implement	08/25/2014	06/30/2017	\$500	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Interventionist, and Principal
Family Events	Families will be invited to take part in evening events to support the grade level essential learnings within readers workshop taking part in general and special education classrooms. During these evening dinner events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal
Super Summer Success	Students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Parent Involvement			06/06/2014	06/30/2017	\$0	Learning Coaches, Interventionists, Principal, and Participating Classroom Teachers

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<p>Cross Curricular Reading</p>	<p>All certified staff will support informational reading outside of daily workshop aligned with science and social studies curriculum and common core using text at students' appropriate reading level based on the DRA2. Supplementary support using informational text will take place during weekly and daily intervention times and align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Technology , Academic Support Program</p>			<p>08/25/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Elva Lynch Elementary Teachers, Special Education Teachers, Title I Coaches, Interventionist, and Principal</p>
<p>Collaboration on Student Progress Monitoring Through Formative/Summative Assessments</p>	<p>Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. In addition, staff will meet with students to assist them in creating their own data collections. Students will track their own progress and create goals and strategies for their own successful learning. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Word study/grammar/mechanics instruction will be embedded in the context of reading and writing workshops.</p>	<p>Professional Learning</p>			<p>08/25/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals.</p>
<p>Writing Workshop</p>	<p>Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications, at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed for workshop will include student notebooks, mentor texts, and technology.</p>	<p>Technology , Professional Learning</p>			<p>09/08/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals</p>

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Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology			08/25/2014	06/30/2017	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist, and Principal
Family Events	Families will be invited to events to support writing instruction across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology			09/08/2014	06/30/2017	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers
Collaboration on Student Progress Monitoring Through Formative/Summative Assessments.	Staff will monitor student progress through formative and summative assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology, Professional Learning	Tier 1	Implement	09/01/2014	06/30/2017	\$0	All Classroom Teachers, and Principal, Learning Coaches
Reader's Notebooks	Certified staff will provide students with composition notebooks to be used as reader's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent reading, and a location for each student to share their thinking about the Just Right Text they are reading. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students.	Direct Instruction			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary Classroom Teachers, Special Education Teachers, and Title I Interventionist

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Professional Development on to Include Collaborative Structures on Writing Best Practices	Professional development on best instructional practices, use of MAISA writing units, understanding of genre writing, and differentiation within writing workshop to include strategies for student engagement will be offered in order to meet the needs of writers of all abilities and performance levels. In addition to after school PD, opportunities for LAB classroom visits will be available for staff to observe colleagues, set goals, and reflect on teaching practices. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Professional Learning			08/25/2014	06/30/2017	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers, and paraprofessionals.
Talk Moves	Quality instruction to engage students in in critical thinking related to math. Talk moves as a strategy and as research, include Classroom Discussions; Using Math Talk to Help Students Learn by Suzanne H. Chapin.	Direct Instruction			08/25/2014	06/30/2017	\$0	Elva Lynch Elementary teaching staff, Principal
Intervention Outside of Daily Math Instruction	Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Technology , Academic Support Program	Tier 2		08/28/2015	06/30/2017	\$0	Principal, Learning Coaches, Classroom Teachers
Cross Curricular Writing	Staff will provide students with opportunities of writing across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will include all necessary materials to support the science and social studies curriculum to include informational text and technology resources.	Technology , Academic Support Program			09/08/2014	06/30/2017	\$0	All certified staff to include principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals