



School Improvement Plan

Sandusky Elementary School

Sandusky Community School District

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Sandusky, MI 48471

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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?

Sandusky Elementary is a rural school with about 60% +/- receiving free or reduced lunch. Sandusky Elementary currently serves about 640 students pre-K through 6th grade. Although there is a core population in the community, many students are transient. Families for the reason of job loss, divorce, loss of homes, etc.. are forced to move from one location to another. Sandusky Elementary Staff is primarily white and female.

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.

Sandusky Elementary School Vision Statement:

At Sandusky Elementary School we believe in Honor, Integrity and Respect. Nurturing these core values we can inspire our students, staff, and community to dream big and bold with courage, believe in one's ability to always be his or her best, and achieve academic and life excellence.

To achieve:

- Create an academic environment that is challenging, yet demonstrates that learning can be fun.
- Develop the individual potential of all students in a variety of disciplines.
- Promote and develop respect for, and responsibility towards, self and others.
- Initiate and encourage communication with families and community while facilitating opportunities for active participation in the education of our children.
- Work together solving problems and/or issues that may present themselves.

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.

One of the areas of greatest improvement at Sandusky Elementary has been in reading. Sandusky Elementary staff, students, and parents have worked diligently to ensure that each student is reading at or above grade level before moving on to the next grade level. This has occurred through a change in school policy that has encouraged greater communication between teachers and parents and the adoption of a new reading series.

The greatest area of improvement that needs addressing over the next three years is mathematics. Our school has not seen a concerted effort in the area of curriculum improvement for math for the past several years. Our staff now has the opportunity to work with a current math curriculum that addresses the Common Core. Staff, students, and parents have embraced the new curriculum.

Additional Information

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

Sandusky Elementary has a dedicated staff that works very hard to educate the students in our community. Staff actively pursues professional education opportunities to enhance teaching and keep current with recent developments in education. Scheduling is monitored and/or modified as needed according to student need. The majority of staff live and work within the community they serve.

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.

Meet & Greet with the Superintendent

Board Meetings

Parent Surveys

Teacher Surveys

Student Surveys

Title I Surveys

School Improvement Meetings

Title I Meetings

Parent Group Meetings

Public Communications

Open House

Administrative selection of teachers. Meetings are scheduled after school and during the school day utilizing substitute teachers. The Maple Valley Parent Staff put out interest flyers at the beginning of the year for help and hold monthly meetings.

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

Administrative staff- Organization & Support

Teachers- Implementation & Assessment of school needs

Sandusky Elementary Parents & Staff - Assessment & Implementation of school needs

School Board - Support

Parent Surveys - input on school processes, teachers, curriculum, buildings and grounds, etc...

Student Surveys

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

Monthly Board Reports

Parent Group Meetings

Emails

Title I Parent Meetings

Parent Newsletters

SY 2016-2017

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School Improvement Plan

Sandusky Elementary School

Superintendent Meet & Greet

Public Communications

Staff Newsletters

Annual Report

School Website

All of the above occur as needed (weekly, monthly, etc..)

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?

At this time we show an increase in student enrollment data. At this time no challenges can be identified.

Student Demographic Data

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

Our student attendance data trend shows that we have a 95.6% attendance rate. We still have 21.3% of the students chronically absent.

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?

The challenges in student behavior which involves discipline referrals, suspensions and expulsions at Sandusky Elementary often involve home environment and support and follow through of parent/guardian.

Student Demographic Data

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

Behavior issues can be addressed through community services, IEPs, 504, behavior plans, group counseling, as well as parent and staff involvement.

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?

The majority of our staff average 20 years of teaching experience. Experience most typically leads to greater 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?

Based on the average number of years of teaching experience, this leads to an increase in 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 absences due to illness will have a negative impact on student achievement. Whereas absences due to professional learning may increase student achievement.

Teacher/School Leader(s) Demographic Data

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

Teacher absences due to illness will have a negative impact on student achievement. Whereas absences due to professional learning may increase student achievement.

Teacher/School Leader(s) Demographic Data

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

Excessive absences due to illness may require administrative action.

Process Data

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

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

The strands/standards/indicators that stand out as strengths are curriculum alignment, shared understanding for assessment, data analysis and decision making, resource allocation in organizational management, and partnerships.

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

The strands/standards/indicators that stand out as challenges are collective responsibility and purposeful planning.

12. How might these challenges impact student achievement?

Lack of Collective Responsibility and Purposeful Planning can negatively impact student achievement based on the effectiveness of team meetings, school improvement plan, and evidence of differentiated personal learning of staff.

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.

The actions that can be taken and incorporated into the School Improvement Plan to address these challenges begin by school staff meetings, introducing the ED YES report and addressing the challenges. Staff will choose one or two areas to focus on improving.

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?

We have an entire department dedicated to ensuring that students with disabilities have access to a full array of intervention programs. Students who require Title services are chosen do to socio economic needs, low academic performance, or perhaps as student struggles with a particular skill or concept.

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

Title 1 is available at all grade levels K-6, RTI/enrichment time, after school tutoring, special education, and students have opportunities to participate in after school programs, such as art club, Battle of the Books, First Grade Reading Night, First Impressions Contest.

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

We are a School wide Title 1 school so everyone qualifies for extra help when necessary. Parents are notified in the fall that we are a School wide Title 1 school and their child may be helped as necessary throughout the year. RTI/enrichment is based on benchmark testing and students are grouped accordingly and parents are notified through conferences/letters home. Special Education is determined by the rate of gain after extended breaks. Parents are notified through IEPs. After School Tutoring is determined through teacher recommendations based on student achievement and data review.

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?

Our curriculum is aligned to the Common Core, so planning and implementation are based on the common core; through administrative observations/evaluations and state assessment results when available.

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.

Does not apply.

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

Our students will show improved reading skills growth according to the NWEA testing as well as DRA, and OG mastery at Kindergarten.

19b. Reading- Challenges

Although our students do very well with reading accuracy, they still struggle with fluency and comprehension.

19c. Reading- Trends

Our reading scores show continued improvement from year to year.

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.

Our school is in the process of implementing NWEA for use during the next year (2016-2017) to assess and guide instructional practices to improve fluency and comprehension. Moving to a computer adaptive test should help better identify areas needing attention to improve student growth.

20a. Writing- Strengths

Our students are learning to use appropriate writing strategies in each writing piece they complete.

20b. Writing- Challenges

Our students struggle with using writing strategies independently and when asked to write expository text.

20c. Writing- Trends

Our writing trends show slight improvement based on pervious state assessments.

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.

We need to work on expository writing with our students, focusing on reading and understanding nonfiction, note taking, summarizing, and writing to topic. We need to work on using writing strategies independently.

21a. Math- Strengths

Our students are strong in basic mathematical concepts; such as addition/subtraction/multiplication/division.

21b. Math- Challenges

Challenges include problem solving: identifying the problem, determine the operation, determining realistic answers.

21c. Math- Trends

Our math scores continue to improve from year to year based on previous state assessments.

21d. Math- Summary

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

We will continue to work on problem solving strategies; such as reading for understanding, determining operations, and determining realistic answers.

22a. Science- Strengths

Recently we have departmentalized our science in the hopes of having students receive the same educational opportunities from a teacher trained in the state science curriculum. SES is currently moving to next generation science standards, which will entail more professional development.

22b. Science- Challenges

Our district has found the science curriculum challenging in itself because it is continually changing. Answering written questions is another challenge, as well as the amount of content to be covered through the course of the school year.

22c. Science- Trends

At this point our science scores reflect that improvement is needed.

22d. Science- Summary

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

Our district plans to continue with departmentalization of science to provide consistency in delivery of subject material. Secondly, teachers responsible for science will have the opportunity for relevant professional development.

23a. Social Studies- Strengths

Progression of the social studies curriculum building from grade level to grade level beginning with families, neighborhoods, communities, and so forth through sixth grade world history is a strength for our district.

23b. Social Studies- Challenges

The lack of updates curriculum and materials pose challenges to our social studies instruction.

23c. Social Studies- Trends

Trends show that improvement is needed in the area of 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.

The lack of a cohesive social studies curriculum is a challenge.

Perception Data

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

24a. Student Perception Data

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

Students think the teachers and principal are fair and encourage them do students do their best.

24b. Student Perception Data

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

Students report that their teachers and administration do not listen to their ideas enough.

24c. Student Perception Data

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

Teachers and administration will actively listen when speaking with students about their ideas.

25a. Parent/Guardian Perception Data

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

The highest area of satisfaction is the cleanliness and safeness of SES facilities with a score of 3.92 out of 4 points.

25b. Parent/Guardian Perception Data

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

The over all lowest level of satisfaction is indicator 3.5 (Teachers participate in collaborative learning) with a score of 3.23 out of 4.

25c. Parent/Guardian Perception Data

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

Staff will be made aware of survey results and will engage parents to more fully understand parental concerns.

26a. Teacher/Staff Perception Data

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

Our continuous improvement based on goals, data, and actions and measures for growth of our students are the areas that indicate the overall level of satisfaction among teachers/staff.

26b. Teacher/Staff Perception Data

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

The areas that indicate the overall lowest level of satisfaction among teachers/staff are teaching and assessing for learning.

26c. Teacher/Staff Perception Data

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

More opportunities to improve instructional strategies, instructional resources, and performance standards to promote positive instruction with our students.

27a. Stakeholder/Community Perception Data

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

The areas that indicate the overall highest level of satisfaction among stakeholders/community is Resource and Support Systems according to the survey response through Advanc-Ed.

27b. Stakeholder/Community Perception Data

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

The area that indicates the overall lowest level of satisfaction among stakeholders/community according to the survey through Advanc-Ed is Teaching and Assessing for learning.

27c. Stakeholder/Community Perception Data

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

To improve the level of stakeholder/community satisfaction in the lowest area our district is investigating for a more comprehensive test that will assess student progress in both math and reading. We will also be reorganizing the way we allocate staff and the way we address the needs of our lowest and highest performing students. Our building will be using the NWEA test to measure student growth.

Summary

28a. Summary

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

Our school continually evaluates our processes based on data, goals, action, and we measure for growth and make changes accordingly.

28b. Summary

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

When we notice that things aren't working via our assessment data, we seek to make changes.

28c. Summary

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

We will assess our goals and make adjustments as needed.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | <p>Literacy and math are tested annually in grades K-6.</p> <p>NWEA is given to grades K-6.</p> <p>Grades 3-6 are tested annually with the current state assessment.</p> <p>All students grades K-4 are given the DRA (Developmental Reading Assessment).</p> <p>All students receive a pre/post test in math and literacy.</p> <p>Students in grades 5 and 6 receive a teacher crated pre and post test in the areas of science and social studies.</p> <p>NWEA will provide a pre, mid year, and post test in science for grades 3, 4, 5, and 6 for the 2016-2017 school year.</p> | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | <p>Sandusky Community Schools publishes an Annual Report yearly as required by PA 25.</p> <p>www.sandusky.k12.mi.us</p> | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | Sandusky Elementary School is a Pre K-6 building. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | N/A: Sandusky Elementary School is a PreK-6 building. | |

School Improvement Plan

Sandusky Elementary School

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|--|-------------------|
| 6. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Micheal Carmean, Sandusky Community Schools Superintendent 191 Pine Tree Lane Sandusky, MI 48471 (810) 648-3400 | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|---------------------------|
| 7. | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | | Parent Involvement Policy |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---------------------------------------|-------------------------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | School-Parent Compact attached below. | Home School Compact 2016-2017 |

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|---|-------------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | Yes | EdYes notebook and school board policy binder | |

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was completed by input from staff, parents, students, administration, as well as data analysis and review.

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?

Our comprehensive needs assessment demonstrates a need to continue to improve our RTI program to be more responsive to the needs of all students from our academically challenged to our advanced students.

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

Our school goals include an expectation that all academic content areas will see growth and this growth will be reflected in state and local assessments (pre and post testing, RTI program, NWEA). Teachers will use these assessments to drive their instructional practices, influence scheduling, and accommodate individual student needs.

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?

One of the trends we noticed is that students who are not economically disadvantaged are demonstrating a decline in achievement on state standardized tests. Those students who are economically disadvantaged are demonstrating an increase in achievement.

Our non-economically disadvantaged population currently receives programs that challenge their academic growth.

Our economically disadvantaged students are showing gains due to our intensive RTI program, Child Study Team work, and teacher expertise.

Component 2: Schoolwide Reform Strategies

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

Our school wide plan focuses on all students in order to encourage success. We continue to adapt programs and curricula and continue our compartmentalization of content areas in grades 5 and 6. This results in a decrease of the number of preps and increases planning time to meet the needs of the students. The reorganization of our RTI program now includes the advancement of our higher level students.

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).

We have a variety of research-based systems in place that increase the quality and quantity of our instruction, including Road to Reading, Lexia, Read Naturally, remediation programs, reading teacher and an emphasis on differentiated instruction. Our research leads us to the conclusion that modifying and adjusting our current RTI program will also accelerate and enrich our curriculum.

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

Our reform strategies in our schoolwide plan are a direct result of the findings in our comprehensive needs assessment. Our data analysis and review continues to drive discussion, planning, and goal setting. Where a need is assessed a reform is implemented.

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.

We are a schoolwide Title 1 school that has an active RTI program, a Child Study Team, parent and retired teacher volunteers. All students receive Tier 1 instruction, each student is benchmarked three times per year using a universal screening, 20% of students receive Tier 2 instructions 20-30 minutes 4-5 days per week, targeting students specific area of need. 5% of students receive 15-20 minutes of additional instruction 4-5 days per week in groups of 1-2, targeting the students specific area of need.

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

Our school has a personal, responsive relationship with each student and carefully assesses progress on an ongoing basis. In addition we reflect on testing results that drive our response to student needs. These assessments include NWEA, annual state tests, pre and post testing, DRA testing and results, etc.

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | <p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | All instructional paraprofessionals met NCLB requirements for highly qualified. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | <p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | All teachers meet the NCLB requirements for highly qualified. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate does not apply at this time...0%.
At this time there are no planned retirements or openings.

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

All staff have a minimum of a Bachelor's Degree with several having attained masters degrees.

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

Due to low turnover rate, this questions does not apply to our school.

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

Pay scale in accordance with teacher education beyond a bachelor's degree.

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

In order to help achieve our goals our school will send teacher leaders to the Michigan Reading Association, (MRA), the Michigan Math Conference, (MCTM), the Michigan Science Conference, (MSTA), NWEA K-6 School-Wide Training through the year in data review, ISD trainings and professional association training/conferences when available.

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

Professional learning will be sustained and ongoing through the allocation of funds based upon our needs assessment.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| | 3. The school's Professional Learning Plan is complete. | Yes | | SES Professional Development Plan 2016-2017 |

Component 6: Strategies to Increase Parental Involvement

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

Parent communications and surveys, our MVPS parent group, board meetings, board committee meetings, and Title 1 public meetings that occur twice per year.

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

Parents will be involved in the implementation of our school wide plan through their cooperation with and support of our students. Parent input is solicited through annual surveys, classroom volunteering, after school academic support.

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

Open communication is encouraged in our district. Parents are always invited to communicate their opinions, complete survey, and evaluate our programs and their contributions are reviewed and changes are made when needed.

| 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 | Policy attached. | Title 1-Parent involvement policy 6-16-16 |

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

Parent Compact and Title 1 informational meetings in the fall and spring of each year.

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

We will assess attendance at our open house, parent teacher conferences, and Title 1 meetings. We keep counts and records of our annual events that involve parent/grandparent involvement. These would include Green Eggs & Ham Day, Breakfast Books and Buddies, Bi-annual STRIDE (walking) event, Grandparent's Day, etc. Parents are encouraged to volunteer in the school and are asked to provide informal and formal feedback via surveys and meetings.

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

Each event is evaluated on an individual basis and areas of need or modification are determined quickly in order to plan for the next year's

event.

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

This document was developed by our Title 1 director in accordance with Title 1 guidelines and is reviewed annually by our SES SIP team.

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

The School-Parent Compact is viewed and discussed at our annual fall open house. The fall Title 1 meeting takes place just prior to the open house where the Compact is reviewed. Parents sign the Compact assuring that they have viewed the Compact and this information is retained on file.

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

N/A

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---------------------------------|-------------------|
| | The School's School-Parent Compact is attached. | No | We are not a Middle/High School | |

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

Our school provides both standards based and traditional report cards. We hold parent teacher conferences for face to face discussion and explanation, we share our state assessment results when available, and we have a technology based grading program that allows parents to view student progress on a daily basis.

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?

Our Head Start and GSRP Programs are housed in our elementary building and are members of our school community by attending school-wide assemblies and other school activities. We also provide speech and occupational services to preschool aged children who are not attending the above programs. Students also are given the opportunity to take part in school pictures, school lunch, school vision/hearing screenings, and we provide them administrative support and busing. Our GSRP program and head start have held open houses together and events such as popsicles on the playground.

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?

Our school provides the following to promote school readiness for preschool aged children: a spring kindergarten expo, which highlights academic and social aspects of school, as well as promoting social skills and social awareness of the school. We host a "meet & greet". We have home visits, parents are welcome to volunteer in the school. Our preschool programs also hold parent meetings to explain academic skills and requirements.

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?

Through grade level and staff meetings, surveys, and committee involvement teachers are able to provide input into the decisions made regarding the school based academic assessments that are used.

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

Teachers meet once a marking period to review student data and achievement, that the teachers have administered, for the purpose of improving student achievement based on individual needs.

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.

Students achievement is evaluated using NWEA data and state achievement assessments. Students who don't meet proficiency standards are evaluated and grouped based on their academic needs.

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?

Due to the timing and lack of usable data from the State test, it is difficult to make timely and effective academic changes for students who were not proficient.

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

Based on local and state assessments students' individual needs are evaluated and addressed in a variety of ways. Methods include our school's Guided Reading program, NWEA, reteaching/redirecting, technology support, review and practice, enrichment opportunities, small group and individual instruction, formative assessments, and Title 1 assistance.

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.

Title 1 - Federal Program

State Aid -

County School Tax

Local donations

Fund raisers

In kind donations

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.

Title 1 funds will be used to employ three Title 1 Paraprofessionals and one Title 1 teacher, pay for technology, NWEA, and professional development, which supports all teaching staff. Title I funds are set aside for homeless as well as parent involvement meetings.

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.

Our school coordinates and integrates the following Federal, State, and local programs:

Head Start - Federal

GSRP - State

PE-Nut - Federal Grant

DARE- Local Grant

Hearing/Vision Screenings - County

Homeless Coordinator

Breakfast Program-Federal

TEAM- Local Grant

Dental Health-Local

MVPS - SES Parent group.

Sandusky Alumni Foundation (SAF)

VFW and American Legion

Evaluation:

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

Our school holds regular school improvement meetings, staff development days, and formal and informal assessments regarding our progress. We use the data collected to review, evaluate, and guide decision making.

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.

Our school holds regular school improvement meetings, staff development days, and formal and informal assessments regarding our progress. We use state assessment data to review , evaluate, and guide decision making.

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.

Our Child Study Team maintains an ongoing relationship with those students furthest from achieving the standards and works with them very closely to increase their academic success. They are continually looking for an upward trend in their individual testing results and provide recommendations to achieve this goal.

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?

Analysis and review of all data available is reviewed and revisited throughout each school year. As conclusions are drawn as to the effectiveness of a program or plan, modifications are made annually.

Goal 2016-2017* Final

Overview

Plan Name

Goal 2016-2017* Final

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All students at Sandusky Elementary School will increase math reasoning / proficiency skills. | Objectives: 1 Strategies: 5 Activities: 10 | Academic | \$129250 |
| 2 | All students at Sandusky Elementary will demonstrate improvement in scientific reasoning. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$12700 |
| 3 | All students at Sandusky Elementary School will become proficient in social studies. | Objectives: 1 Strategies: 3 Activities: 3 | Academic | \$5700 |
| 4 | Students at Sandusky Elementary will increase reading proficiency | Objectives: 1 Strategies: 6 Activities: 15 | Academic | \$470960 |
| 5 | All students and staff at Sandusky Elementary School will be familiar with safety procedures. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |
| 6 | All Students at Sandusky Elementary will improve proficiency in writing. | Objectives: 1 Strategies: 3 Activities: 3 | Academic | \$74700 |

Goal 1: All students at Sandusky Elementary School will increase math reasoning / proficiency skills.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on state and local assessments in Mathematics by 06/30/2017 as measured by showing increased proficiency on state and local assessments..

Strategy 1:

Curriculum Alignment - All staff will continually update individual curriculum maps to reflect Common Core Curriculum standards. Principal will be responsible for ensuring teaching staff has updated his/her curriculum maps.

Category: Mathematics

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier: Tier 1

| Activity - Professional Development - Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teacher will receive appropriate professional development to reach this goal. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Title I Part A | Principal |

| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------|---------------|------------|------------|-------------------|-------------------|---------------------|
| Book Study, Teacher will work in PLC's to study Formative assessments, learning targets etc.. | Professional Learning, Teacher Collaboration | | Getting Ready | 07/01/2016 | 06/30/2017 | \$400 | Title I Part A | Principal, teachers |

Strategy 2:

Progress Monitoring - Math - All students grade K-6 will be benchmarked 3 times per year using NWEA.

Category: Mathematics

Research Cited: "What Is Scientifically-Based Research on Progress Monitoring?" by Lynn S. Fuchs and Douglas Fuchs

Tier: Tier 1

| Activity - Response to Intervention - Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Sandusky Elementary School

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|--|--------------------------|--------|-----------|------------|------------|--------|----------------|--|
| Classroom teachers will identify potential RTI Tier 2 students using NWEA testing and/or classroom assessments using Data Director and/or illuminate software. Classroom teachers and Title I staff will group students according to academic ability and work in groups of 4-5 students addressing specific academic needs. | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$4000 | Title I Part A | Classroom Teacher, Child Study Team, Title I Aides, Counselor, Foster Grand Parents, Classroom Volunteers. |
|--|--------------------------|--------|-----------|------------|------------|--------|----------------|--|

| Activity - Whole Class instruction - Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| K-6 classroom teachers will ensure students are learning mathematics Common Core Curriculum standards as measured by both formative and summative assessments. | Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$61000 | General Fund | Classroom teacher, classroom volunteers, Foster Grandparents. |

| Activity - Response to Intervention - Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The RTI Child Study Team will meet to identify Tier 3 students using NWEA data and/or teacher created assessments using Data Director and/or Illuminate software. Students who have not met appropriate mathematical benchmarks will be given direct instruction in a small group setting (1-2 students per teacher), meeting specific academic needs. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | Title I Part A | RTI Child Study Team, Classroom Teacher, Title I Aides, Consoler. |

Strategy 3:

After School Tutoring - Students identified as at-risk or academically behind in a subject will be referred to the summer school program. NWEA and teacher created assessments using Data Director or Illuminate software as well as teacher recommendation will be utilized to identify students for the summer school program. This program is staffed with certified teachers and Title I Aides. The classes are small in size to provide intensive help for these students.

Category: Mathematics

Research Cited: "SUMMER SCHOOL PROGRAMS: A Look at the Research, and Program Sampler" Northwest Regional Educational Laboratory, September 2002

Tier: Tier 2

| Activity - Elementary After School Tutroing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Sandusky Elementary School

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|--|--------------------|--------|-----------|------------|------------|--------|----------------|-------------------------------------|
| Students identified as not making appropriate grad level improvements in mathematics will be required to attend summer school. | Direct Instruction | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$2850 | Title I Part A | After School Teacher, Title I Aides |
|--|--------------------|--------|-----------|------------|------------|--------|----------------|-------------------------------------|

Strategy 4:

Using Technology to Enhance Mathematics Instruction - Teacher in Grades K-6 will begin investigating the use of iPads and Chrome Books in the classroom as a replacement for text books and greater teacher student collaboration.

Category: Mathematics

Research Cited: "8 Studies Show iPads in the Classroom Improve Education" posted by Ashley Wainwright on Monday, February 18, 2013 @ 9:26 AM

Tier:

| Activity - Technology - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 06/30/2017 | \$15000 | Title II Part A | Principal, Technology Director, Superintendent |

Strategy 5:

Differentiated Instruction - Meeting the needs of the students at their individual instructional level.

Category: Mathematics

Research Cited: "Building Background Knowledge for Academic Achievement" by Robert Marzano, 2004

"What Research Says About . . . Differentiated Learning" Tracy A. Huebner, EL Education Leadership, February 2010 | Volume 67 | Number 5

Tier: Tier 1

| Activity - Student Technolgy - Math - Grades K-4 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------------------|
| Tier 2 students will have the opportunity to have access to technology such as iPads and/or Chrome Booksto use in small groups to target identified deficits in mathematics. 15 ipads | Supplemental Materials | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$3500 | Title II Part A | Classroom/RTI Teacher, Title I Aide |

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

School Improvement Plan

Sandusky Elementary School

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|--|--------------------------|--------|-----------|------------|------------|--------|-----------------|--|
| Computer based math program to aid students in learning math facts and math concepts. Students will spend 15-20 minutes per day utilizing the program. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$1000 | Title II Part A | Class room teacher and Tier Three teacher support. |
|--|--------------------------|--------|-----------|------------|------------|--------|-----------------|--|

| Activity - SRA Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| SRA Math Labs, used to help students acquire basic math skills. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Title II Part A | Classroom teacher and Tier 3 Teacher Support |

Goal 2: All students at Sandusky Elementary will demonstrate improvement in scientific reasoning.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the MEAP test in Science by 06/30/2017 as measured by State assessment .

Strategy 1:

Curriculum Alingment - Science - All staff will continually update individual curriculum maps to reflect Common Core Curriculum standards. Principal will be responsible for ensuring teaching staff has updated his/her curriculum maps.

Category: Science

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier: Tier 1

| Activity - Professional Development - Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will receive appropriate professional development activities for teaching staff to achieve this goal. | Professional Learning | | Implement | 07/01/2015 | 06/30/2016 | \$1500 | Title II Part A | Principal |

| Activity - Next Generation Science Kits | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

Sandusky Elementary School

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|--|--------------------|--------|---------------|------------|------------|--------|--------------|---|
| Classroom teachers will monitor student science investigations and discovery through science journals. This will include pre and post tests. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2016 | 06/30/2017 | \$7000 | General Fund | Classroom teacher, parent volunteers, Foster Grandparents |
|--|--------------------|--------|---------------|------------|------------|--------|--------------|---|

Strategy 2:

Using Technology to Enhance Instruction - Science - Teacher in Grades K-6 will begin investigating the use of iPads in the classroom as a replacement for text book and greater teacher student collaboration.

Category: Science

Tier: Tier 1

| Activity - Technology - Professional Development - Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Sandusky Elementary School Staff will be invited to attend extensive professional development activities on the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4200 | Title II Part A | Principal, Technology Director, Superintendent |

Goal 3: All students at Sandusky Elementary School will become proficient in social studies.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state assessments in Social Studies by 06/30/2017 as measured by improved scores..

Strategy 1:

Curriculum Alignment - All staff will continually update individual curriculum maps to reflect Common Core Curriculum standards. Principal will be responsible for ensuring teaching staff has updated his/her curriculum maps.

Category: Social Studies

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier:

| Activity - Professional Development - Social Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Sandusky Elementary School

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|---|-----------------------|--|-----------|------------|------------|--------|-----------------|-----------|
| Teacher will receive appropriate professional development to reach this goal. | Professional Learning | | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Title II Part A | Principal |
|---|-----------------------|--|-----------|------------|------------|--------|-----------------|-----------|

Strategy 2:

Differentiated Instruction - Meeting the needs of the students at their individual instructional level.

Category: Social Studies

Research Cited: "Building Background Knowledge for Academic Achievement" by Robert Marzano, 2004

"What Research Says About . . . Differentiated Learning" Tracy A. Huebner, EL Education Leadership, February 2010 | Volume 67 | Number 5

Tier: Tier 1

| Activity - Compare and Contrast | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students will use nonfiction selections and graphic organizers to identify similarities and differences. | Direct Instruction | Tier 1 | Implement | 06/01/2016 | 06/30/2017 | \$0 | General Fund | Classroom Teacher, Parent Volunteer, Foster Grandparent, |

Strategy 3:

Using Technology to Enhance Social Studies Instruction - Teacher in Grades K-6 will begin investigating the use of iPads in the classroom as a replacement for text book and greater teacher student collaboration.

Category: Social Studies

Research Cited: "8 Studies Show iPads in the Classroom Improve Education" posted by Ashley Wainwright on Monday, February 18, 2013 @ 9:26 AM

Tier: Tier 1

| Activity - Technology - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4200 | Title II Part A | Principal, Technology Director, Superintendent |

Goal 4: Students at Sandusky Elementary will increase reading proficiency

School Improvement Plan

Sandusky Elementary School

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standardized test in English Language Arts by 06/30/2017 as measured by improved scores..

Strategy 1:

Differentiated Instruction - Meeting the needs of the students at their individual instructional level.

Category: English/Language Arts

Research Cited: "Building Background Knowledge for Academic Achievement" by Robert Marzano, 2004

"What Research Says About . . . Differentiated Learning" Tracy A. Huebner, EL Education Leadership, February 2010 | Volume 67 | Number 5

Tier: Tier 1

| Activity - Guided Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Small group/individual reading instruction based on individual needs of students. Leveled reading materials will be used. | Direct Instruction | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$2000 | Title II Part A | Classroom Teacher |
| Activity - Accelerated Reader | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Reading support, to encourage students to read, improve fluency and comprehension. | Academic Support Program | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4060 | Title I Part A | Classroom Teacher, Title I staff |
| Activity - Lexia | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tier 3 students will receive intensive on line support addressing student academic need. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$3000 | Title II Part A | Classroom/RTI Teacher, Title I Aides |
| Activity - Student Technology - Reading - Grades K-4 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tier 2 students will have the opportunity to have access to technology such as iPads/Chrome Books to use in small groups to target identified deficits in reading. 15 ipads | Academic Support Program | Tier 2 | Getting Ready | 07/01/2016 | 06/30/2017 | \$3500 | Title II Part A | Classroom/RTI Teacher, Title I Aide |

School Improvement Plan

Sandusky Elementary School

| Activity - Houghton Mifflin Leveld Readers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Leveled Readers will be used to differentiate instruction. | Academic Support Program | Tier 2 | Getting Ready | 07/01/2015 | 07/29/2015 | \$27000 | Title I Part A | Classroom teacher, Reading Teacher, Administration |

| Activity - Reading Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Reading Teacher will work with students needing intensive reading help as identified through assessment. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$35000 | Title I Part A | Reading Teacher |

Strategy 2:

Curriculum Alignment - Reading - All staff will continually update individual curriculum maps to reflect Common Core Curriculum standards. Principal will be responsible for ensuring teaching staff has updated his/her curriculum maps.

Category: English/Language Arts

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier:

| Activity - Professional Development - Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-----------|------------|------------|-------------------|-------------------|--|
| Teacher will receive appropriate professional development to reach this goal. MRA, MEMSPA | Professional Learning | | Implement | 07/01/2016 | 06/30/2017 | \$6000 | Title II Part A | Principal, Professional Teaching Staff |

| Activity - Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| Teacher's within PLC's will study Formative Assessments, Learning Targets, Differentiated instruction, Qualities of Effective teachers | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$450 | Title I Part A | Classroom Teacher, Principal |

Strategy 3:

Progress Monitoring - Reading - All students grade K-6 will be benchmarked 3 times per year using NWEA.

Category: Learning Support Systems

Research Cited: "What Is Scientifically-Based Research on Progress Monitoring?" by Lynn S. Fuchs and Douglas Fuchs

School Improvement Plan

Sandusky Elementary School

Tier: Tier 3

| Activity - Whole Class instruction - Tier 1 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| K-6 classroom teachers will ensure students are learning reading whole class instruction. | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$300000 | General Fund | Classroom teacher, classroom volunteers, Foster Grandparents. |

| Activity - Response to Intervention - Tier 2 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Classroom teachers will identify potential RTI Tier 2 students using Aimsweb testing and/or classroom assessments using Data Director and/or illuminate software. Classroom teachers and Title I staff will group students according to academic ability and work in groups of 4-5 students addressing specific academic needs | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | Title I Part A | Classroom Teacher, Child Study Team, Title I Aides, Counselor, Foster Grand Parents, Classroom Volunteers. |

| Activity - Response to Intervention - Tier 3 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The RTI Child Study Team will meet to identify Tier 3 students using Aimsweb data and/or teacher created assessments using Data Director and/or Illuminate software. Students who have not met appropriate mathematical benchmarks will be given direct instruction in a small group setting (1-2 students per teacher), meeting specific academic needs. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | Title I Part A | RTI Child Study Team, Classroom Teacher, Title I Aides, Reading Teacher, Consoler. |

Strategy 4:

After School Tutoring- Reading - Students identified as at-risk or academically behind in a subject will be referred to the summer school program. Aimsweb and teacher created assessments using Data Director or Illuminate software as well as teacher recommendation will be utilized to identify students for the summer school program. This program is staffed with certified teachers and Title I Aides. The class are small in size to provide intensive help for these students.

Category: English/Language Arts

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Research Cited: "SUMMER SCHOOL PROGRAMS: A Look at the Research, and Program Sampler" Northwest Regional Educational Laboratory, September 2002

Tier: Tier 2

| Activity - After School Tutoring- Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------------|
| Students identified as not making appropriate grad level improvements in reading will be required to attend summer school. | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$2850 | Title I Part A | Summer School Teacher, Title I Aides |

Strategy 5:

Library Program - Students attend library once a week to enhance the joy and excitement of reading.

Category:

Research Cited: "Reading: The Core Skill", ASCD, March 2012

Tier:

| Activity - Library Books | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Students will have the opportunity to choose books in order to enhance the joy of reading. | Supplemental Materials | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$2000 | Title II Part A | Classroom Teacher, Library Aide |

Strategy 6:

Using Technology to Enhance Reading Instruction - Teacher in Grades K-6 will begin investigating the use of iPads/Chrome Books in the classroom as a replacement for text book and greater teacher student collaboration.

Category: English/Language Arts

Research Cited: "8 Studies Show iPads in the Classroom Improve Education" posted by Ashley Wainwright on Monday, February 18, 2013 @ 9:26 AM

Tier: Tier 1

| Activity - Technology - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|---------------|------------|------------|-------------------|-------------------|--|
| School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | | Getting Ready | 07/01/2016 | 06/30/2017 | \$4200 | Title II Part A | Principal, Technology Director, Superintendent |

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Sandusky Elementary School

| Activity - Reading A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Provides supplemental reading materials for students. | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$900 | Title I Part A | Classroom teacher and Tier Three Teacher |

Goal 5: All students and staff at Sandusky Elementary School will be familiar with safety procedures.

Measurable Objective 1:

demonstrate a proficiency Staff and students will be able to quickly identify a possible threat seek shelter (as in the case of weather), evacuate the building via any exit (in the case of fire), apply A.L.I.C.E. skills. by 06/30/2017 as measured by Objective will be practiced and measured through observation of actions and time needed to perform tasks: shelter, evacuate, A.L.I.C.E..

Strategy 1:

Safety - Once fire is noticed, or fire alarm sounds, staff and students will quickly exit the building using the nearest exit. When staff and students have evacuated, each class will quickly go to their assigned rally point. When dangerous weather is imminent, seek safe shelter. Should the school experience a violent intruder, A.L.C.L.E. procedures are implemented.

Category: Other - A.L.I.C.E.

Research Cited: A.L.I.C.E.

Tier: Tier 1

| Activity - Safety, (Fire) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Safety, fire evacuation | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | No Funding Required | Administration, teachers, support staff |

| Activity - Safety (Weather) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Sandusky Elementary School

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|--|-------|--------|---------|------------|------------|-----|---------------------|---|
| Find appropriate shelter in the case of dangerous weather. | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | No Funding Required | Administration, teachers, support staff |
|--|-------|--------|---------|------------|------------|-----|---------------------|---|

| Activity - Safety (A.L.I.C.E.) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|---|
| During an unidentified intruder situation, A.L.I.C.E. will be implemented. | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | No Funding Required | Administration, teachers, support staff |

Goal 6: All Students at Sandusky Elementary will improve proficiency in writing.**Measurable Objective 1:**

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in planning, revising, editing, and publishing in English Language Arts as measured by State Assessment. in Writing by 06/30/2017 as measured by state assessment as well as teacher created assessments..

Strategy 1:

Curriculum Alignment - All staff will continually update individual curriculum maps to reflect Common Core Curriculum standards. Principal will be responsible for ensuring teaching staff has updated his/her curriculum maps.

Category: English/Language Arts

Research Cited: "Research-Based Strategies for Increasing Student Achievement" by David A. Squires, 2008

Tier: Tier 1

| Activity - Professional Development - Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teacher will receive appropriate professional development to reach this goal. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Title II Part A | Principal |

Strategy 2:

Using Technology to Enhance Writing Instruction - Teacher in Grades K-6 will begin investigating the use of iPads/ Chrome Books in the classroom as a replacement for text book and greater teacher student collaboration.

Category: English/Language Arts

Research Cited: "8 Studies Show iPads in the Classroom Improve Education" posted by Ashley Wainwright on Monday, February 18, 2013 @ 9:26 A.M.

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<http://www.securedgenetworks.com/secure-edge-networks-blog/bid/86775/8-Studies-Show-iPads-in-the-Classroom-Improve-Education>

Tier: Tier 1

| Activity - Technology - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2016 | \$4200 | Title II Part A | Principal, Technology Director, Superintendent |

Strategy 3:

Differentiated Instruction - Students will use the Six Traits of Writing to develop an understanding of the writing process to include introductory, body and closing paragraphs.

Category: English/Language Arts

Research Cited: "Building Background Knowledge for Academic Achievement" by Robert Marzano, 2004

"What Research Says About . . . Differentiated Learning" Tracy A. Huebner, EL Education Leadership, February 2010 | Volume 67 | Number 5

Tier: Tier 1

| Activity - Six Traits of Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will apply the Six Traits of Writing using grade appropriate benchmarks. | Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$69000 | General Fund | Classroom Teacher, Title 1 Aides, Foster Grandparents, Classroom Volunteers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|--|---------------|--------|---------|------------|------------|-------------------|---|
| Safety (Weather) | Find appropriate shelter in the case of dangerous weather. | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | Administration, teachers, support staff |
| Safety (A.L.I.C.E.) | During an unidentified intruder situation, A.L.I.C.E. will be implemented. | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | Administration, teachers, support staff |
| Safety, (Fire) | Safety, fire evacuation | Other | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$0 | Administration, teachers, support staff |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|---------------|------------|------------|-------------------|--|
| Student Technology - Reading - Grades K-4 | Tier 2 students will have the opportunity to have access to technology such as iPads/Chrome Books to use in small groups to target identified deficits in reading. 15 ipads | Academic Support Program | Tier 2 | Getting Ready | 07/01/2016 | 06/30/2017 | \$3500 | Classroom/RTI Teacher, Title I Aide |
| Professional Development - Science | Teachers will receive appropriate professional development activities for teaching staff to achieve this goal. | Professional Learning | | Implement | 07/01/2015 | 06/30/2016 | \$1500 | Principal |
| Professional Development - Social Studies | Teacher will receive appropriate professional development to reach this goal. | Professional Learning | | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Principal |
| Professional Development - Reading | Teacher will receive appropriate professional development to reach this goal. MRA, MEMSPA | Professional Learning | | Implement | 07/01/2016 | 06/30/2017 | \$6000 | Principal, Professional Teaching Staff |

School Improvement Plan

Sandusky Elementary School

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|--|---|--------------------------|--------|---------------|------------|------------|---------|--|
| Technology - Professional Development | School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4200 | Principal, Technology Director, Superintendent |
| Guided Reading | Small group/individual reading instruction based on individual needs of students. Leveled reading materials will be used. | Direct Instruction | Tier 1 | Monitor | 07/01/2016 | 06/30/2017 | \$2000 | Classroom Teacher |
| Technology - Professional Development | School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | | Getting Ready | 07/01/2016 | 06/30/2017 | \$4200 | Principal, Technology Director, Superintendent |
| Technology - Professional Development | School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2016 | \$4200 | Principal, Technology Director, Superintendent |
| SRA Math Lab | SRA Math Labs, used to help students acquire basic math skills. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Classroom teacher and Tier 3 Teacher Support |
| IXL Math | Computer based math program to aid students in learning math facts and math concepts. Students will spend 15-20 minutes per day utilizing the program. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$1000 | Class room teacher and Tier Three teacher support. |
| Student Technology - Math - Grades K-4 | Tier 2 students will have the opportunity to have access to technology such as iPads and/or Chrome Booksto use in small groups to target identified deficits in mathematics. 15 ipads | Supplemental Materials | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$3500 | Classroom/ RTI Teacher, Title I Aide |
| Library Books | Students will have the opportunity to choose books in order to enhance the joy of reading. | Supplemental Materials | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$2000 | Classroom Teacher, Library Aide |
| Professional Development - Writing | Teacher will receive appropriate professional development to reach this goal. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Principal |
| Lexia | Tier 3 students will receive intensive on line support addressing student academic need. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$3000 | Classroom/ RTI Teacher, Title I Aides |
| Technology - Professional Development | School Staff will be invited to attend professional development in the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Getting Ready | 08/01/2014 | 06/30/2017 | \$15000 | Principal, Technology Director, Superintendent |

School Improvement Plan

Sandusky Elementary School

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|---|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Technology - Professional Development - Science | Sandusky Elementary School Staff will be invited to attend extensive professional development activities on the use of Apple Apps for Chrome Book and iPads. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4200 | Principal, Technology Director, Superintendent |
|---|--|-----------------------|--------|-----------|------------|------------|--------|--|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|--|--------|---------------|------------|------------|-------------------|---|
| Houghton Mifflin Level Readers | Leveled Readers will be used to differentiate instruction. | Academic Support Program | Tier 2 | Getting Ready | 07/01/2015 | 07/29/2015 | \$27000 | Classroom teacher, Reading Teacher, Administration |
| Response to Intervention - Tier 3 | The RTI Child Study Team will meet to identify Tier 3 students using NWEA data and/or teacher created assessments using Data Director and/or Illuminate software. Students who have not met appropriate mathematical benchmarks will be given direct instruction in a small group setting (1-2 students per teacher), meeting specific academic needs. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | RTI Child Study Team, Classroom Teacher, Title I Aides, Consoler. |
| Professional Development - Math | Teacher will receive appropriate professional development to reach this goal. | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$1500 | Principal |
| Elementary After School Tutoring | Students identified as not making appropriate grade level improvements in mathematics will be required to attend summer school. | Direct Instruction | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$2850 | After School Teacher, Title I Aides |
| Accelerated Reader | Reading support, to encourage students to read, improve fluency and comprehension. | Academic Support Program | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$4060 | Classroom Teacher, Title I staff |
| Book Study | Book Study, Teacher will work in PLC's to study Formative assessments, learning targets etc.. | Professional Learning, Teacher Collaboration | | Getting Ready | 07/01/2016 | 06/30/2017 | \$400 | Principal, teachers |

School Improvement Plan

Sandusky Elementary School

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|-----------------------------------|---|--|--------|-----------|------------|------------|---------|--|
| Response to Intervention - Tier 2 | Classroom teachers will identify potential RTI Tier 2 students using NWEA testing and/or classroom assessments using Data Director and/or illuminate software. Classroom teachers and Title I staff will group students according to academic ability and work in groups of 4-5 students addressing specific academic needs. | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$4000 | Classroom Teacher, Child Study Team, Title I Aides, Counselor, Foster Grand Parents, Classroom Volunteers. |
| After School Tutoring-Reading | Students identified as not making appropriate grade level improvements in reading will be required to attend summer school. | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$2850 | Summer School Teacher, Title I Aides |
| Reading A-Z | Provides supplemental reading materials for students. | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$900 | Classroom teacher and Tier Three Teacher |
| Book Study | Teacher's within PLC's will study Formative Assessments, Learning Targets, Differentiated instruction, Qualities of Effective teachers | Professional Learning | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$450 | Classroom Teacher, Principal |
| Reading Teacher | Reading Teacher will work with students needing intensive reading help as identified through assessment. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$35000 | Reading Teacher |
| Response to Intervention - Tier 3 | The RTI Child Study Team will meet to identify Tier 3 students using Aimsweb data and/or teacher created assessments using Data Director and/or Illuminate software. Students who have not met appropriate mathematical benchmarks will be given direct instruction in a small group setting (1-2 students per teacher), meeting specific academic needs. | Academic Support Program | Tier 3 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | RTI Child Study Team, Classroom Teacher, Title I Aides, Reading Teacher, Consoler. |
| Response to Intervention - Tier 2 | Classroom teachers will identify potential RTI Tier 2 students using Aimsweb testing and/or classroom assessments using Data Director and/or illuminate software. Classroom teachers and Title I staff will group students according to academic ability and work in groups of 4-5 students addressing specific academic needs | Academic Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2017 | \$40000 | Classroom Teacher, Child Study Team, Title I Aides, Counselor, Foster Grand Parents, Classroom Volunteers. |

School Improvement Plan

Sandusky Elementary School

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|--|--------------------|--------|---------------|------------|------------|-------------------|---|
| Whole Class instruction - Tier 1 | K-6 classroom teachers will ensure students are learning reading whole class instruction. | Direct Instruction | Tier 1 | Implement | 07/01/2015 | 06/30/2016 | \$300000 | Classroom teacher, classroom volunteers, Foster Grandparents. |
| Next Generation Science Kits | Classroom teachers will monitor student science investigations and discovery through science journals. This will include pre and post tests. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2016 | 06/30/2017 | \$7000 | Classroom teacher, parent volunteers, Foster Grandparents |
| Compare and Contrast | Students will use nonfiction selections and graphic organizers to identify similarities and differences. | Direct Instruction | Tier 1 | Implement | 06/01/2016 | 06/30/2017 | \$0 | Classroom Teacher, Parent Volunteer, Foster Grandparent, |
| Six Traits of Writing | Students will apply the Six Traits of Writing using grade appropriate benchmarks. | Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$69000 | Classroom Teacher, Title 1 Aides, Foster Grandparents, Classroom Volunteers |
| Whole Class instruction - Tier 1 | K-6 classroom teachers will ensure students are learning mathematics Common Core Curriculum standards as measured by both formative and summative assessments. | Direct Instruction | Tier 1 | Implement | 07/01/2016 | 06/30/2017 | \$61000 | Classroom teacher, classroom volunteers, Foster Grandparents. |