



School Improvement Plan

Eastlawn School

Midland Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Eastlawn Elementary is a School-Wide Title 1 building with 388 students in grades K-5 located in Midland, Michigan. Eastlawn has a 75% free and reduced lunch, high level of at-risk families, and is predominantly Caucasian population. Midland is headquarters of the Dow Chemical Corporation. However, this does not impact our neighborhood school. Eastlawn is a unique school from the other schools in Midland because of our high free and reduced lunch rate. Our building has a high level of transiency. The staff has remained mostly constant.

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.

Mission Statement:

The mission of the Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative, and ethical learners who are contributing citizens.

Eastlawn Elementary School Mission statement:

The mission of Eastlawn Elementary School is to work in partnership with home and community to provide a caring and respectful environment in which all students can acquire the skills, knowledge, attitudes and cultural understanding necessary to become active, compassionate, life-long learners who help to create a better and more peaceful world.

Vision Statement:

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure, and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses, and higher education, collaborating with diverse organizations to promote student success..

Beliefs Statements

- Every individual is unique and has worth and value
- Self esteem is essential for the development of the total person
- The student, family, school, and community are partners sharing the responsibility for learning
- Continuous improvement requires risk-taking and change
- The most effective decision-making is the result of cooperative efforts
- A climate of trust and cooperation lead to effective communication
- An organization can be structured so that all individuals can exceed expectations
- The survival of a democratic society depends on an educated citizenry
- Each individual has the ability and capacity to continually learn and improve

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.

Eastlawn continues to show improvement in MEAP scores in most areas, showing significant gains in some areas. Our school implemented a building wide positive behavior support system which has drastically reduced office discipline referrals and allows for more instruction to take place. We want to continue to improve our writing, math and science scores while maintaining our reading scores. Eastlawn has made substantial progress with decreasing truancy rates. We currently have a 2% truancy rate (students with 10+ absences), which is down from 57% four years ago.

Additional Information

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

Eastlawn is in year four of the Community School Model which is a partnership with the Department of Human Services, Community Mental Health and Mid Michigan Health. This school model provides parents with support in the areas of truancy, state assistance, parenting workshops, an Eastlawn School Nurse and the opportunity to access services to help encourage and build a parent/school partnership.

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.

Members of the school improvement committee were selected to represent the stakeholders of Eastlawn Elementary. This committee works to analyze building data and develop goals and strategies to meet student needs to increase student proficiency. Every month, a morning staff leadership meeting is devoted to working toward our school improvement goals. In addition, time is set aside during PTO meetings to provide updates on our school improvement initiatives and seek input from all representatives. Various stakeholders were selected by volunteering or were invited by administration or a committee of teachers to be part of our improvement plan.

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

Several grade level teachers, special education teachers, a member of the Community School Model, and the building administrator are on the leadership team (steering committee). A group of eight Eastlawn representatives then take the data, analyze it, and come up with ideas for improvement based on previous initiatives that have been successful. With this information, a new plan is developed. A parent representative also has a voice in decisions, goals, and data analysis.

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

Eastlawn and student information/progress is shared in the following ways:

Fall Open House/Review our annual building report

Fall and Spring Parent/Teacher Conferences-review individual student progress

PTO meetings-updates on School Improvement Initiatives

Title 1 Spring and Fall meetings-review M-STEP and MEAP data and ask parents to provide input for revisions to the Title 1 compact.

School Improvement plan is posted on our school website and is updated each year

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?

Enrollment has declined from 409 students in January 2013 while current enrollment for January 2016 is 343 students. Transiency continues to be an ongoing problem. Fluctuation in student enrollment widens the knowledge academic, social, behavioral, and family dynamics.

Student Demographic Data

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

Truancy has continued to be a problem at Eastlawn. With the implementation of the Community School Model, we have seen a downward trend in truancy. Truancy (with 10+ absences) has declined by from 57% to 2% in a 3 year period.

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 number of discipline referrals has significantly decreased (2013= 751 office discipline referrals to 2016= estimated 476 office discipline referrals) over the past three years due to school wide behavior supports (IB PYP Essential agreements, PBIS- SOAR), use of responsive classroom approaches in classrooms, the community school model team including the family intervention specialists and targeted student groups, and building wide student assist teams (2A- Teachers helping teachers and 2B- Special Service Teachers helping teachers). Transient students, limited learning behavior attributes, and limited social emotional skill development continue to be problematic triggers for student discipline referrals.

Student Demographic Data

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

Actions to address the identified challenges would be to continue the following: the Community School Model program, school wide behavior supports (SOAR), use of responsive classroom approach, to have Title One intervention support paraprofessional per classroom (K-2), part-time (3-5). Increasing to full time paraprofessional at the (3-5) grade levels would be helpful for increased interventions.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

School Improvement Plan

Eastlawn School

Experienced teachers bring a wealth of knowledge to the educational setting. Grade-level collaboration and building wide PLC's are used to help increase student achievement. Implantation of PYP allows for common planning time with grade-level colleagues and the PYP coordinator on a bi-weekly basis to help increase 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?

The majority of the teachers at Eastlawn have been teaching for 10+ years. These teachers take on leadership roles which include mentoring newer teachers, participating in student assist teams, leading staff development in research based best practices, and familiarity with curriculum standards that result in increased academic 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?

There are several layers of support available at Eastlawn. When an administrator is absent, other administrative staff fill the role. Little impact is noticed.

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?

It is important for teachers to be in the classroom, however, professional development is essential in keeping current with best practice. High quality guest teachers are crucial. There are no excessive teacher absences that stand out at Eastlawn. Excessive absences may impact student achievement.

Teacher/School Leader(s) Demographic Data

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

Every effort is made to ensure that professional development choices are of high quality and will benefit student achievement. Classroom paraprofessionals maintain learning routines when teachers are out of the classroom.

Process Data

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

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

Strand I- Teaching for Learning, Standard 2: Instruction, C Instructional Design
Strand I- Teaching for Learning, Standard 3: Assessment, G Assessment System
Strand I- Teaching for Learning, Standard 3: Assessment, H Shared Understanding
Strand I- Teaching for Learning, Standard 3: Assessment, I Data Analysis and Decision-Making
Strand II- Leadership for Learning, Standard 4: Instructional Leadership, K A Vision for Learning
Strand II- Leadership for learning, Standard 4: Instructional Leadership, L Guidance and Support for teaching and learning.
Strand II- Leadership for learning, Standard 4: Instructional Leadership, M Results-Focus
Strand II- Leadership for Learning, Standard 5: Culture for Learning, N Safe and Supportive Environment
Strand II- Leadership for Learning, Standard 6: Organizational management, P Communication System
Strand II- Leadership for Learning, Standard 6: Organizational management, Q Intentional Practices
Strand II- Leadership for learning, Standard 6: Organizational management, R Resource allocation
Strand III- Professional Learning Culture, Standard 7: Professional Learning Culture, S Collaborative Teams
Strand III- Professional Learning Culture, Standard 7: Professional Learning Culture, T Collective Responsibility
Strand IV- School Family and Community Relations, Standard 9: Communication, W Approaches and tools
Strand IV- School Family and Community Relations, Standard 9: Communication, X Cultural Responsiveness
Stand IV- School Family and Community Relations, Standard 10: Engagement, Y Learning Opportunities
Stand IV- School Family and Community Relations, Standard 10: Engagement, Z Partnership

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

Strand I- Teaching for learning, Standard I Curriculum, A Alignment
Strand I- Teaching for learning, Standard I Curriculum, B Coherence
Strand I- Teaching for learning, Standard 2 Instruction, D Effective Instructional Practices
Strand I- Teaching for learning, Standard 2 Instruction, F Reflection
Strand I- Teaching for learning, Standard 3 Assessment, J Student involvement in the assessment process
Strand II- Leadership for Learning, Standard 5 A Culture for Learning, O Shared Leadership for Learning
Strand III- Professional Learning Culture, Standard 8 Professional Learning System, U Purposeful Planning
Strand III- Professional Learning Culture, Standard 8 Professional Learning System, V Impact of Professional Learning

12. How might these challenges impact student achievement?

The State of Michigan is currently transitioning/aligning between CCSS, and the M-Step. Midland Public Schools is currently working through the process of becoming an IB PYP school. The combination of these transitions at the state and local level have direct impact at the building level. Teacher development and implementation of new programs are important to manage student achievement for a positive impact.

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.

Eastlawn school will complete the PYP implementation stage for the given school year and align PYP outcomes with the CCSS. Teachers deliver high quality instruction, designed to cover all benchmarks of curriculum. Teachers will work to raise student self-awareness on assessment performance tasks, and participate in student driven lessons through PYP Units.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Through IEP goals, grade level meetings, collaboration, team teaching and instructional supports, we ensure that all students are identified and have their individual needs met. Students with disabilities have the same opportunities as all students.

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

Inquiring Minds Program (IMPs) Grades 4-5

Girls on the Run Grades 3-5

Big Brothers, Big Sisters - Teaming up with Youth Grades 1-5

Responsibility Room Grades 3-5

Advanced Reading and Math Groupings Grades KG-5

Extended learning with Science and Math Volunteers Grades KG-5

Summer Extension Program (KG-4)

Summer Camps- SMEK, Chippewa Nature Scholarships, Delta College Possible Dream Grades 1-5

Field Trips Grades KG-5

Eastlawn Jump Rope Team Grades 3-5

Mighty Muscle Club Grades 3-5

Paddleton Grades 4-5

Robotics Club Grades 3-5

Battle of the Books Grades 4-5

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

Students are identified based on district assessment results, classroom performance, and student interest. Parents and students are notified of these opportunities through Parent Teacher Conferences, newsletters, school website, workshops, PTO, phone calls, emails, one-on-one correspondence, and planners.

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

Horizontal and vertical alignment of state content standards is happening through the process of creating PYP units. Four PYP unit will be completed and implemented by June, 2016 at each grade level. 2 more PYP units will be created during the 2016-2017 school year allowing alignment to continue. Also, we plan to analyze M-Step data each year to see where instructional/curriculum gaps are in relation to CCSS.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

All students, including all sub-groups (bottom 30%, economically disadvantaged, and students with disabilities), met proficiency targets at grade 3-5.

19b. Reading- Challenges

Even though all students met the targeted reading proficiency, the sub-group bottom 30% had the lowest percentage of student achievement.

19c. Reading- Trends

As trends can not be calculated, the following are current scores based on the proficiency target of 49.41%

All Students: 91.18%

Bottom 30%: 70.59%

White: 93.15%

Economically Disadvantaged: 88.89%

Students with Disabilities: 76.74%

SY 2016-2017

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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.

The challenges will be addressed through teachers, Title One instructional support paraprofessionals, Title One temporary teachers, summer extension program, designated reading intervention block, and best instructional teaching practice.

20a. Writing- Strengths

Met the state objectives in the following sub-groups: all students, bottom 30%, white, economically disadvantaged, and students with disabilities.

20b. Writing- Challenges

Even though all students met the targeted reading proficiency, the sub-group bottom 30% had the lowest percentage of student achievement.

20c. Writing- Trends

As trends can not be calculated, the following are current scores based on the proficiency target of 49.41%

All Students: 91.18%

Bottom 30%: 70.59%

White: 93.15%

Economically Disadvantaged: 88.89%

Students with Disabilities: 76.74%

20d. Writing- Summary

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

The challenges will be addressed through teachers, Title One instructional support paraprofessionals, Title One temporary teachers, summer extension program, team-teaching and best instructional teaching practice.

21a. Math- Strengths

Eastlawn Elementary met the state objectives in the following categories: All students, bottom 30%, white, economically disadvantaged, and students with disabilities.

21b. Math- Challenges

Although each sub-group met the proficiency target goal, the bottom 30% is the lowest.

21c. Math- Trends

This is baseline data. The proficiency target is 42.94%

All students: 94.71%

Bottom 30%: 82.35%

White: 95.21%

Economically Disadvantaged: 93.16%

Students with Disabilities: 90.70%

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.

The challenges will be addressed through teachers, Title One instructional support paraprofessionals, Title One temporary teachers, summer extension program, designated math intervention, use of volunteers, and best instructional teaching practice.

22a. Science- Strengths

Strengths in the area of science are the following: all students, white, and economically disadvantaged.

22b. Science- Challenges

Challenges included the bottom 30% not meeting the state objectives.

22c. Science- Trends

This is baseline data. The following scores are compared to the proficiency target of 17.31%

All students: 73.08%

Bottom 30%: 12.50

White: 79.55%

Economically Disadvantaged: 67.57%

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.

In the area of science, instructional practice will be aligned with International Baccalaureate PYP. Areas of science will be addressed through

unit development that require more student involvement. Students will also have access to tradebooks that can be used to enhance and reinforce science curriculum.

23a. Social Studies- Strengths

Met state objectives in the following sub-groups: all students, bottom 30%, white, and economically disadvantaged.

23b. Social Studies- Challenges

All student groups met the proficiency target.

23c. Social Studies- Trends

This is baseline data. The proficiency target is 15.52%

All student groups met 100% proficiency.

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.

PYP Transdisciplinary Units of instruction will provide opportunities to build inquiry connections for social studies and reinforce vocabulary, process and concepts in an engaging manner.

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 responded with the highest score (3) in the following areas: I feel safe at Eastlawn (81%), My teacher tells me I do a good job (62%), I have friends at Eastlawn (63.3%).

24b. Student Perception Data

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

Areas of lowest satisfaction among students include: When I need help someone helps me (55.7%).

24c. Student Perception Data

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

Actions should begin with instruction and education in some of the areas. Components of the Responsive Classroom have been implemented building wide. These components/activities encourage communication between teacher and students/principal and students. Building wide behavior supports continue to be used to take action with the following areas. These building wide behavioral supports include SOAR Store along with each classroom Essential Agreement and the Learner Profile through PYP.

25a. Parent/Guardian Perception Data

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

Parents were most satisfied with the Eastlawn school office communication to keep updates on school events and activities (75%). The next highest level of satisfaction was that teachers were meeting their students need by individualizing instruction (70%). The next highest level of satisfaction was that parents were satisfied with their level of student academic success (68%).

25b. Parent/Guardian Perception Data

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

Parents had the lowest satisfaction level with building/classroom communication of the basic understanding of PYP (34%). The next lowest level of satisfaction was indicated by parents that they did not know of the supplementary supports being provided to their child. The highest percentage was 46% of parents did not know if their child was benefiting from the Community School Model support.

25c. Parent/Guardian Perception Data

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

There are several actions that were put into place to help improve parent satisfaction. Parent concerns were also addressed regarding the Community School Model and how it is benefiting their child(s). While needing to maintain strong attendance expectations, the ECSM has a team including teachers to help with parent communication, improved communication of clear expectations and policies. Policies are communicated through parent meetings, newsletters, parent teacher organization, email notifications, and kindergarten orientation.

26a. Teacher/Staff Perception Data

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

Areas of the highest level of satisfaction: Staff to staff communication (45%) and Community School Model (39%).

26b. Teacher/Staff Perception Data

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

Areas of lowest satisfaction among staff: Building Climate (12%) and professional development (12%).

26c. Teacher/Staff Perception Data

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

Actions to be taken in regards to improving the following areas; building climate and professional development. A PLC was created for building climate. The focus of this group will establish areas of concern to develop (staff-staff, staff-parent, staff-student, student-student, etc.). Professional development can be addressed through the school leadership team. They will offer suggestions to meet the needs of more staff members.

27a. Stakeholder/Community Perception Data

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

Data is not available from community/stakeholders - Parents were most satisfied with the variety of teaching and learning strategies that teachers use with students. Parents felt strongly that the teachers communicated their child's progress clearly and were able to help parents understand their child's progress. Parents were also highly satisfied with the communication from the office about school events.

27b. Stakeholder/Community Perception Data

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

Parents had the lowest satisfaction level with building/classroom communication of the basic understanding of PYP (34%). The next lowest level of satisfaction was indicated by parents that they did not know of the supplementary supports being provided to their child. The highest percentage was 46% of parents did not know if their child was benefiting from the Community School Model support.

27c. Stakeholder/Community Perception Data

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

This data is not available from Stakeholders/Community.

Summary

28a. Summary

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

Strengths were noted in the following areas: student attendance, our scores continue to trend up (in most areas) although we are trending away from the growing state average, the number of office discipline referrals has decreased significantly, the staff in the building have several years of teaching experience with several teachers having multiple degrees, several extended learning opportunities are available for students (including an intensive summer school program).

Challenges were noted in the following areas: academic achievement for our bottom 30% continues to be a struggle in all academic areas.

28b. Summary

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

There have been many challenges that have affected our student achievement. The bottom 30% sub-group does not meet state objectives in any academic areas. As our overall school scores go up, this subgroup continues to bring our Z scores down/away from the state average. The process data indicates that student achievement might be impacted by the lack of students not recognizing the outcomes of their learning. The process data also shows the lack of curriculum mapping may impact student achievement as well. Overall, our perception data indicates that students do not always see learning as relevant and have difficulty relating concepts learned to their own personal experiences.

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?

Our School Improvement Plan will address the subgroup bottom 30% by providing high quality instruction, parent involvement/education, additional support staff and summer extension opportunities.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	All students in grades K-5 are tested annually at Eastlawn using the District math assessments, Eastlawn Computation and Reasoning Assessment, DIBELS, and DRA	

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	Annual report is completed annually. The latest report is available at the following link is: https://www.midlandps.org/SiteAssets/Annual%20Education%20Reports/2014/AER-ELE_2013-2014.pdf The most current AER will be completed as soon as MSTEP data becomes available.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not Applicable.	

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

School Improvement Plan

Eastlawn School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Brutyn, Associate Superintendent, Midland Public Schools, 600 E. Carpenter St., Midland, Michigan 48640 989-923-5001	

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		Eastlawn Parent Involvement

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Title 1 Compact

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 needs assessment was conducted through collaboration with all stakeholders during building professional development time.

1. Comprehensive Needs Assessment:

Throughout the course of the year, information and feedback are collected from parents, teachers, administrators and district stakeholders that contribute to understanding the needs of our building. During District School Improvement meetings (meets four times a year), School Improvement Team Meetings (meets four-five times a year), Leadership meetings (meet monthly), Grade Level (meet three times a year) and Progress monitoring meetings (meet three times a year), PTO meetings (meet monthly), Primary Years Program meetings (monthly PD), Eastlawn Community School Model meetings (meets weekly), Professional Learning Communities (meets four times a year) information is shared and discussed regarding school improvement for Eastlawn Elementary. We have four PLC's...Special Education, Math, Writing and School Culture) and Professional Development meetings (meets monthly), Grade Level Title One Parent Events (once a year and surveys are collected from parents), a variety of data is analyzed, shared and discussed. Research is conducted to decide on specific best practice instructional methods that will increase academic gains with all students based on the needs of the students.

Data analyzed includes the former State MEAP assessments, M-Step results (as they are released from the MDE. Also, all subgroups are analyzed.), DIBELS (Three times a year and also progress monitored three times), DAR (four times a year), DRA (Pre and Post test), District Assessments (Pre and Post tests), Pre and Post tests within classrooms, formative and summative assessments, report card grades (four times a year), progress monitoring data, attendance data, Office Discipline Referral data are analyzed on a regular basis within all of the meetings listed above. A public Data Wall is also in our Parent Gathering room that displays our collection of data listed above. There is a Program Evaluation component to this year's School Improvement Plan which we chose our Eastlawn Community School Model to analyze closely. The Bottom 30% is analyzed by all staff members. Our Title One Teacher and Paraprofessionals assist in closing the gap of our Bottom 30%. Summer school is designed to target our bottom 30% and to assist in moving students forward with their academic progress. We are also working with a new evaluation model, 5D+, which is supporting changes in instructional practice based on best practice/research based methods of teaching in all subjects. The Primary Years Program also supports purposeful instructional practice that is best practice and researched based.

The data supports the goals that have been developed to assist in the academic core areas with a special focus on mathematics and ELA. All students are supported by interventions in ELA and math. Special education students are also designated as a top priority, as the data suggests we continue to have needs with this population.

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?

Based on MEAP data and district assessments, Eastlawn continues to work toward increasing student achievement in writing, science and math while simultaneously striving to continue with reading success for all students. Strategies and programs are articulated to meet the needs of all students at Eastlawn. Data shows that students in the bottom 30 and students with disabilities continue to struggle on assessment in the areas of : reading, writing, social studies, science and math and these needs are addressed in our goals/objectives/strategies and activities.

(students with 10+ absences). This percentage has drastically decreased from a 57% truancy rate four years ago. The Community School Model has proven successful to decrease truancy. We will continue utilizing the services of: Family Interventionists, School Nurse, and the Community School Model Team. We continue to utilize summer school as an intensive intervention.

Top to Bottom Data shows that in 2013 Eastlawn had a 33 percentile ranking. In 2014 Eastlawn jumped to 43 percentile rank. The latest information from the state places us in the 25th-50th percentile. Overall, we have earned 40/42 points, giving us a 95.24% ranking.

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.

Eastlawn writes academic goals based in academic data (MSTEP, DAR, DIBELS, DRA, AIMS Web, Eastlawn Math Computation and Reasoning Assessment and district assessments) with attention given to behavioral goals and data (SWIS, ODR's, social work referrals, DHS reports, Community School Model data). Data, gathered from our needs assessments is analyzed to determine next needs. Goals are written based on those needs and best practices are decided.

Students in the Bottom 30% are a priority for Eastlawn in the area of science. The goal is to raise their scores in this content area to proficient on state and district assessments.

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?

Eastlawn writes goals collaboratively with general education teachers, special education teachers, Title 1 Staff, social workers, and Community School Model members. The targeted areas are specific to our school population which includes: general education students, gifted students, special education students, economically disadvantaged students, families in crisis and behaviorally challenged students. Summer school is available for the targeted sub-group bottom 30 students.

The Community School Model addresses student's basic needs of our entire school population, but is designed to reach those in need most. By ensuring students are attending school, given food, arranging shelter in times of homelessness, offering transportation, and making other various connections for families in the community to meet their needs, our students are able to focus on academic achievement. We have seen a drop in truancy, a drop in discipline issues and a rise in academics.

Component 2: Schoolwide Reform Strategies

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

The following strategies below, used at Eastlawn, assist all students to reach the state's standards.

The Parent Involvement Policy allows us to focus on involving all parents in learning more about Core Curriculum, teaching strategies, parenting methods, and community resources in order to help all students reach state standards. Parent input is valuable in our decision making process.

The Community School Model allows us to work with students and families to increase student attendance which in turn positively impacts student achievement. The ECSM works to increase attendance by breaking down the barriers for families who cannot get their children to school on time, everyday. This team works on crisis intervention, assists with homelessness/water/electricity needs, transportation needs, medical needs and mental health needs that may interfere with any and all students attending school. The community school model is also researched based (www.communityschools.org).

The following Eastlawn initiatives including: STEM Robotics after school club, Responsibility Room, behavior lessons and SOAR (Positive Behavior Support System- Researched based, <https://www.pbis.org/research>), Title 1 Family Intervention Specialists (researched based- responding to crisis), Highly qualified teachers, Title 1 instructional support paras, Temporary Title 1 teachers, classroom use components of the Responsive Classroom (researched based, <https://www.responsiveclassroom.org/research>), training and goal setting for paraprofessionals and parent workshops with an educational component. These strategies assist all students at Eastlawn and work toward increased student performance in all core areas on state standards.

Eastlawn is in the candidacy phase of the IB Primary Years Programme. The PYP units are directly aligned to the State's standards and include learning engagements that are inquiry-based and help all students to meet the standards.

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

The following research based methods and strategies:

Implementing the Response to Intervention, Susan Hall, Corwin Press, 2008

Response to Intervention: Enhancing the Learning of All Children, MAASE, 2007

Why Adopt an RTI Model, Dr. David Prasse, 2007

Class Size and Students at Risk, What is Known and What is Next, April 1998

Success for All (Slavin, et al., 1990; Slavin and Madden, 1995)

Eastlawn uses it's 2A and 2B system. The 2A teacher team is a group of teachers who help other teachers who have academic or behavioral needs of a student. This group analyzes preliminary data collected by the teacher and helps identify what additional interventions the teacher should try to enhance the progress of the student. The 2B team is a larger group of teachers who examine efforts made by the teacher who visited 2A, the team again analyzes further data that is collected and provides additional suggestions of interventions or instructional practices that may enhance the progress of the child. This team also helps make decisions on whether to test students for special education
SY 2016-2017

services.

Responsive Classroom, Morning Meeting Book, Kriete, Roxann, 2014

Students learn what it means to be part of a classroom community, building trust and learning how to help others, be good listeners and how to have empathy. This drives down the inappropriate disruptive behavior which allows more time for uninterrupted instruction time for all.

Reading Recovery (publisher by Pinnell, DeFord, and Lyons, 1998)

Opening Minds, Johnston, Peter, 2012

Professional Learning Communities, Richard DuFour, 2012

Teachers assess needs based on three years or more data from various assessments including state and district assessments. Teachers identify needs and research best practices that will provide the best impact on student learning in the core academic areas.

Primary Years Program, www.IB.org. All students will learn connections between subject areas, understand broader, more abstract themes, develop a better sense of community, identify Learner Profile characteristics and Attitudes, learn what it takes to be a productive part of the global community.

Community School Model, <http://communityschools.org>. All students are impacted when the Eastlawn Community School Model works to break down barriers for families who have attendance issues. Mental health, medical, housing, transportation, social and behavioral issues are worked on to increase attendance. The increase in attendance has a direct impact on the increase of instructional time. The more instructional time that is available, the more likely a student has the opportunity to succeed.

We utilize these resources in professional development and grade level/progress monitoring collaborative planning sessions.

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

The strategies listed above reach all students and align with the comprehensive needs assessment. The data collected indicates that all students need to continue to improve their mathematical and reading scores, with a focus on the Bottom 30% needing to improve in the area of science.

These strategies include the IB Primary Years Program, Title One Teachers and Paraprofessionals, the Community School Model, the Responsive Classroom techniques and Response To Intervention. These strategies and programs assist in increasing quality instruction and increasing the amount of instructional time the students gain from behaving appropriately and getting a variety of basic needs met.

Truancy was at a rate of 57% four years ago. Due to the severity of our truancy problems, the Community School Model was implemented. The Eastlawn Community School Model helps decrease truancy and increase student attendance, which ultimately gives students more access to the curriculum and increases student achievement. Barriers, such as mental health issues, transportation, behavioral issues, social issues, basic needs including housing, food, electricity/water are all addressed. This Community School Model team meets weekly to discuss attendance and has a structure in place to alert parents to truancy issues and offers community connections to help solve these problems. The 42nd Probate Court supports the truancy endeavors of the Eastlawn Community School Model and assists parents in getting appropriate

resources to ensure the increase of student attendance. Eastlawn's current truancy rate is 2%.

Utilizing Title One staff allows small group or one on one instruction to develop areas of need in the core curriculum. Assessments (listed and explained in Component #1) are used to pin-point where the deficit area is and to assist in closing the academic gap. Interventions are provided during intervention block periods that are allocated in the weekly schedule.

Collaborative PLC's allow teachers to see the specific data from three years or more that help identify the needs of students in the areas of Math, Reading, Writing and Special Education.

Response to Intervention strategies such as our 2A and 2B allow us to "drill down" into the specific needs of a student and utilize a team of experts who can help provide interventions and strategies to meet the child's needs, which again is based on a collection of data by the teacher and various state and district assessments.

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.

Interventions are designed at Eastlawn to meet the INDIVIDUAL's needs based on a variety of needs assessments. These assessments include, but are not limited to, state test scores, district pre and post tests, DIBELS, Office Discipline Referrals and attendance records.

Our most at-risk (the bottom 30% and special education students) students will have gone through the RTI model of using Tier One interventions such as PBIS and classroom instructional strategies provided by the teacher. These students, identified by the above data collections, will go through the 2A and 2B Response to Intervention model. The top tiered students will gain support as needed academically by utilizing one on one Title Teacher or Title Para assistance to decrease the academic gap identified by the needs assessments of this child. This student will be looked at closely to see if Social Work/Family Intervention Specialist assistance is needed for behavioral or social support. The DHS worker will assist in working toward meeting basic needs for this child's family such as ensuring housing needs are met. Perhaps this child has mental health issues or parents have similar needs, our Community Mental Health Liason will assist with connection the family or member of the family to the best community resource that can assist. The School Title One nurse can also help meet the needs of student's medical issues, again reaching out to parents to connect them with the best community partner to assist medically. The team of teachers, special education providers and school psychologist assist in analyzing data and help to find the best academic intervention for the student based on a collection of data.

Other strategies that are utilized by some of our most at risk students, based on needs assessments, include the following:

Ninety Minute Reading Block, Reading Intervention Block (Phonics 4 Reading, Read Naturally, etc.), Title 1 Instructional Support, Responsibility Room, 2A and 2B and Intervention Logs, STEM Robotics After School Club, Lunch Box Learners and Kids Hope Mentors, planners, Title 1 Family Intervention Specialist, Community School Model, Community Mental Health Partnership, Big Brothers Big Sisters, Peer to Peer Group, and Peer to Peer Mentors, iPads initiative (individualized academic apps and DreamBox), Parent Workshops, Parent Involvement Plan and Policy, DARE officer, Police partnership and partnered with trained science volunteers.

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

We look at data through progress monitoring (three times a year) and grade level meetings (three times a year) to determine if students are

making progress toward their academic goals.

Teachers progress monitor students 3-4 times a month. Data is collected and a goal/aim line is derived off of baseline data collected in the fall. Progress monitoring meetings happen three times a year. Each progress monitoring meeting is held with every teacher and only the students who are being progress monitored are analyzed further. Discussions between the teacher, other grade level teachers, the principal, family intervention specialist and the school psychologist include analyzing the progress of the individual student, what they are exhibiting in the classroom setting, in small group intervention settings, behaviorally, socially and if there are any environmental issues we may need to be aware of that may be impacting the student's academic progress. Intervention strategies are changed if progress is not shown. Tracking with Progress Monitoring is done with DIBELS and the CTL system. SWIS behavioral data (from our office discipline referrals) is also collected to be aware of behavioral patterns that may be occurring as well. Attendance is also discussed. DAR and DRA's are shared, Letter recognition, First Sound Fluency and other early readiness data is collected through one on one work with the teacher and the student. The best intervention is discussed that should be implemented. This is monitored and tracked for success throughout the year.

If not, we adjust frequency, type of intervention and delivery model. Those involved in the progress monitoring meetings and grade level meetings include our school psychologist, grade level teachers, family intervention specialists, resource room teachers and principal. Forms of assessment we analyze include DIBELS, district assessments, classroom assessments, M-Step/MEAP and the DAR.

Students' intervention data is documented and tracked from year to year. Each student has a folder that contains information regarding what interventions were tried and what the results were. These folders are shared with the next grade-level teacher for informative purposes.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals are highly qualified as determined by our Human Resources Department at Midland Public Schools.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

At Eastlawn Elementary School we had one resignation.

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

We have one teacher new to Eastlawn, in the fourth year of teaching. The remaining staff have been teaching between 4 and 30 years.

Teachers that have taught 0-4 Years= 5 Teachers, 5-10 Years= 3 Teachers and 10 Plus Years = 18 Teachers.

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

The district has an ongoing process for recruiting highly qualified teachers. Based on open teaching positions, teaching candidates are interviewed. The interview team consists of teachers, parents and administrators. The interview process is derived from our district Human Resource procedures.

All of Eastlawn's teachers and paraprofessionals are highly qualified. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff.

Eastlawn staff has a wealth of teaching experience, with 81% having taught 5 or more years. Eastlawn does not have a high teacher turnover rate.

The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff. The amount of building support offered through our excellent School Improvement Plan is an incentive to join the Eastlawn Staff.

District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy. Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

Eastlawn and the MPS district strives to retain highly qualified staff by offering school, district and outside professional development opportunities. Mentors for new teachers are provided to all new staff and teacher orientation is also provided. Staff all has input into building decisions related to curricular and instructional practice. Salary and benefit packages are offered by the district that out pace the surrounding area.

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

The district has an ongoing process for recruiting highly qualified teachers. Based on open teaching positions, teaching candidates are interviewed. The interview team consists of teachers, parents, and administrators. All of Eastlawn's teachers and paraprofessionals are highly qualified. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff.

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

Turnover rate is very low.

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.

As a staff, we will continue to receive professional development in all of the Common Core subjects. The staff will also be professionally developed in the area of PYP (Primary Years Program) as we enter year three of the program for the 16-17 school year. During PYP PD, teachers and administrators have ongoing PD and learn strategies that develop inquiry and depth of knowledge in the four core areas to help close the academic gap of our students. Our staff also participates in PLC's. We have a PLC for math, special education, writing and school culture. Teachers research best practice strategies and teaching methods to increase student success.

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

The Leadership Team bases decisions on PD through the School Improvement Process.

Within our building the Professional Learning Communities are ongoing and sustained collaborative times set aside three to four times a year.

The IB Primary Years Program is a district initiative that is being delivered to teachers during Professional Development meetings monthly. We are in our second year of a three year process to become an authorized IB PYP school. Professional development is provided at a district, building level, grade level and individual level with modeling and collaboration. Once we are an IB school, the program is sustained by professional development and collaboration time for teachers.

At Eastlawn we have had professional development on the Community School Model. Also, during 15 Minute meetings, where the teacher sits with the Eastlawn Community School Model and shares concerns regarding any child in their class to the team, the ECSM team members are able to provide instruction on how to help the teacher provide access to a resource for the child, how to approach a parent on the particular concern, or the ECSM team member will take on the responsibility of connecting with parents or outside resources to assist the child. The Principal's Title One Conference Training provides PD (best practice suggestions are shared at Leadership and School Improvement meetings), PLC's, collaboration at grade level meetings and Eastlawn Community School Model meetings to integrate parent involvement in programs and activities that offer services to parents and enhance the education of their children. For example, during the Community School Model meetings, if a child cannot get to school on time and on a regular basis, we work on connecting the parent or child to the best resource in the community for assistance, depending on the barrier. Another example includes providing a resource library for all of our parents to access anytime during the year.

Also, during school improvement meetings, PD meetings and leadership meetings, discussions and feedback are solicited on ways to increase parent involvement.

School Improvement Plan

Eastlawn School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	<p>The school's professional learning plan is complete and is outlined on our Professional Development calendar for 2016--2017.</p> <p>This includes Professional Development dates for the district and the building, Leadership meetings, DIBELS assessment dates, Grade Level Meetings, Progress Monitoring Meetings, our RTI model (2A/2B) meetings, Teacher Goal setting meetings (beginning, mid and end of year), Eastlawn Community School and Teacher "15 Minute" meetings, the M-Step State Assessment window and some other additional information.</p> <p>Attached is the PD plan for the 2016-2017 school year.</p>	PD Plan Sci PD Plan Math PD Plan SS PD Plan ALL

Component 6: Strategies to Increase Parental Involvement

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

Eastlawn invites parents to complete surveys and attend PTO meeting where School Improvement and Annual Reports are discussed. We have a parent representative on the School Improvement Team.

At the district level, parents analyze and offer suggestions/feedback in regards to the School Improvement Plan during our District School Improvement Committee meetings.

We have a Fall and Spring parent meeting where we solicit input through surveys. This input, regarding parent opinions on instruction, parent meetings and building concerns is used in our school improvement planning. Electronic surveys are also sent to parents.

Title One Curriculum Night and Open House happens within the first couple of days of school. A slide show presentation telling parents about the Title One funding, how it works and where the funding is applied at Eastlawn is shared with parents.

March is Reading Night is also a Title One family evening where parents are involved in various reading events with their children and their families. Surveys are collected at the end of the night to find out how we can improve our event and parent connections with our Title One events.

In addition, each grade level offers a Title One grade level event for parents. These events include a focus on writing or reading, inviting the parents in the classroom to be part of an academic moment that highlights the success of the students. For example, in first grade, parents are invited into the class to hear their child read, read to their children and learn from the teachers how to help their child read at home, utilizing similar teaching methods that are used in the classroom setting. Surveys are given and feedback is collected from each Title One event. The feedback is analyzed and the teachers make changes to their events based on feedback.

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

Parents are involved in SOAR store (PBIS), Accelerated Reader, act as classroom volunteers, PTO membership, grade level PTO parent work, parent/teacher conferences, chaperoning field trips, teacher-to-home follow through and academic support, attend Curriculum Nights, Title 1 parent evenings, parenting and Title One workshops, working with Title 1 Family Intervention Specialist on various issues, signing homework planners, Community School Partnership with parents. Parents are invited in person at meetings and events, through written communication via email, school messenger and by invitations on our website.

Title One information, school improvement information, professional development information and various parent activities to be involved in are shared at PTO meetings, curriculum night events, and conferences.

A weekly newsletter also addresses activities that parents can become involved in the school wide plan.

Parents have constant access to the School Improvement Plan and Annual Report on the Eastlawn and District websites.

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

Surveys are given to parents who attend various grade level and whole school Title One events. Input at Parent Teacher Conferences and PTO meetings are solicited by the teacher and principal. Documents such as the School Improvement Plan and the Annual Educational Report are shared during Curriculum Night/Title One Night, PTO meetings and conference nights in the fall and spring. Parents are also informed at the District Wide School Improvement Sessions during the school year.

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	Parents are provided with a description and explanation of the curriculum at Eastlawn on the Curriculum/Title One Night held early in the school year. All parents that attend learn the different forms of assessment used to measure student progress throughout the year and they are reminded during conference times. Progress reports are sent home to parents via email or a hard copy to those who do not have internet. District School Improvement Committee, the Eastlawn PTO, Curriculum Night/Title One Night and surveys from each Title One event provide parents feedback opportunities.	EastlawnParentInvolvementPlan

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

(1118, e, 1) Eastlawn Elementary provides assistance to parents of our students to help them understand the state's academic content standards and student achievement standards, state and local academic assessments and requirements and monitors student's progress by attending conferences with the teachers, Title One Curriculum night, reviewing the Annual Education Report on Curriculum Night and at PTO meetings. Parents are also given this information through email and website postings from the building level and the district level.

(1118, e, 2) Eastlawn provides training and materials to Title One parents through Title One events held at Eastlawn. Some examples include the First Grade Title One Parent Night in which parents are trained on how to de-code reading and how to use other reading skills to enhance the reading success with their children while at home. Another example is our Summer Math and Reading extravaganza. In May we offer materials and training that support fun ways to have parents work with their children during the summer to assist in building mathematics and reading skills. A bag of materials went home to every parent that participated in the event.

(1118, e, 3) At Eastlawn we utilize Professional Development, Principal's Title One Conference Training, PLC's, collaboration at grade level meetings and Eastlawn Community School Model meetings to integrate parent involvement in programs and activities that offer services to parents and enhance the education of their children. For example, during the Community School Model meetings, if a child cannot get to school on time and on a regular basis, we work on connecting the parent or child to the best resource in the community for assistance, depending on the barrier. Another example includes providing a resource library for all of our parents to access anytime during the year.

(1118, e, 4) Eastlawn collaborates with Early childhood programs such as Great Start and Head Start- we have a teacher that sits on a team

School Improvement Plan

Eastlawn School

that includes pre-school teachers and elementary teachers to bridge and discuss issues between the two levels. Information is shared that increases communication and efficiency for our student's program transitions. Parents are invited to attend the Winter Kindergarten Orientation, usually held at the end of January or beginning of February. Parents are introduced to kindergarten experiences at Eastlawn. Parents are invited to attend the Kindergarten Preview in August, which introduces parents to the curriculum and the expectations of school. During this time, teachers assess incoming kindergarten students. Parents and students are given an academic goodie bag with books, writing tools and math tools to be utilized for the rest of the summer before school begins. Teachers and administrators distribute flyers prior to these events to the area pre-schools. Home visits are conducted in the case we cannot get ahold of families that are anticipated to attend Eastlawn with an incoming kindergartener. Surveys are provided to parents to learn if our staff and program are meeting the needs of our incoming parents. All parents have the access to the parent resource library. In May, there is a literacy and math event that invites parents to learn how to work with their children in those subjects through the use of fun games and activities. The tools and items needed to carry out these games and activities are included in a goodie bag that parents get to take with them.

(1118, e, 5) Information related to school and parent functions are posted on our website, in our weekly newsletter, are sent by mass email and at times individually invited via a phone call or even a home visit. If there is a language barrier, a resource is utilized to assist with deciphering the language via an interpreter as needed, for example.

(1118, e, 14) Eastlawn has offered a multitude of parent involvement activities including a Title One even for EACH grade level, highlighting reading and writing, a Summer Extravaganza for math and reading, Co-Parenting with community counselors, and our annual Title One/Curriculum Night.

(1118, f) Eastlawn parents are offered an interpreter as needed, easy access to the building and meeting sites to discuss their children's progress and to be able to participate in all events at Eastlawn. For example, there is handicapped parking in the back of the building which has access to a ramp up to the backdoor. Meeting spaces are accommodated for anyone that cannot get to the parent gathering room (upstairs) and accommodations are made to meet in the office or in a classroom where a larger team get be present. If a parent has visual needs, the special education department is contacted to see how we can best address the specific need of the parents to ensure that information is received from the staff as easily as possible. For example, utilizing a computer screen where print can be enlarged or perhaps a behavior plan (hardcopy) with enlarged text, braille, etc.. Again, it all depends on the specific visual needs of the parent. For parents with hearing impairments, we have our hearing specialist that can help us navigate which sound system is best to utilize. We have multiple sound systems with microphones in the classrooms for teaching, but also in one particular classroom for a hearing impaired student. We would also utilize our Central Michigan University hearing specialists to help accommodate in the necessary case that we need a sign language interpreter, etc. For parents of migrant students, we would utilize our foreign language department to get an interpreter to alleviate the language barrier. For parents of migratory students, the building principal makes a phone call to the previous district to gain as much information as possible about the child coming to Eastlawn. The principal also meets with parents to discuss any previous history. If the principal finds immediate needs from this conversation, the connection to the Eastlawn Community School Model begins at that time. For example, if a parent explains that they have newly adopted their nephews and the nephews had a traumatic past with their previous family, Community Mental Health services are offered. Our ECSM team is contacted regarding the potential needs of these students. If a parent has a cognitive impairment, usually they have a resource or advocate (from outside agencies such as The Arc of Midland, Disabilities Network or Michigan Alliance for Families) that is welcome to attend. We welcome any parent advocate to our meetings to assist with any understanding of the school processes. If the parent doesn't have an advocate, we can provide the resource connection in the community if they are interested.

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

Student achievement data impacts the evaluation of the parent involvement component several ways. Based on the comprehensive needs assessments and data collection, areas of need are discovered. The areas of need are then addressed by parent programming. For example, if we are seeing an abundance of office discipline referrals from students who have co-parenting/divorced parents, our Family Interventions Specialists are able to conduct a parent involvement activity that supports the needs for the parents. The Family Intervention Specialists also create groups of students based on this need and help these students build coping mechanisms in relation to what they are going through. Another example would be the response to our data indicating that we need to increase our math and reading scores. We created the Summer Math and Reading Extravaganza to target these needs and to train parents how to work with their children in the summertime through the use of fun games and activities that enhance reading and math skills.

The parent involvement component of the SW plan will be evaluated by tracking parent attendance, administering surveys and evaluations at each event, including, but not limited to, Curriculum/Title One Night, Common Sense Parenting classes, Title One Grade Level Events, Kindergarten Preview, March is Reading month parent night, etc.

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

Data from parent surveys, feedback from the Leadership Team, feedback from parents at Title events and other stakeholders will be utilized in planning how to improve our school-wide program.

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

In the 2009-10 school year Midland Public Schools closed five elementary buildings. Two buildings, Longview Elementary and Eastlawn Elementary merged. At this point, Sam Ewing (Title One- MDE), parents, staff and administrators worked on creating the new School- Parent Compact when our two schools merged to create the current Eastlawn Elementary. The Compact is reviewed every year and updates are made as needed through feedback from PTO meetings, Title One/Curriculum Night feedback (when the compact is presented every year). The Parent-School Compact will be reviewed at the fall and spring conferences.

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

Teachers will review the School-Parent Compact at the Fall Title 1 meeting. It outlines expectations that each stakeholder (student, parent, and teacher) will be responsible for throughout the school year to best meet the learning needs of the student. Parents, students, teachers, and the principal are asked to sign the compact. Compacts are kept on file. The compact will again be shared and reviewed with parents at Parent Teacher conferences in the spring.

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

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Our entire school improvement plan and our School-Parent Compact are available online on our website. The School-Parent Compact is again shared at Title One meetings and at Parent Teacher Conferences.

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

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

We provide interpreters in the language spoken by the family in need and braille materials as needed. Sound systems are provided for the hearing impaired. Various visuals of assessment data results are shared with parents at parent meetings as well to identify their child's progress and needs easily. Easy, identifiable information is shared through tables and graphs outlined on the Annual Education Report, percentages that help parents know where their child stands in accordance to each lesson (for fourth and fifth grade on the Home Access Center tab on the Midland Public Schools website where parents can see up to date grades) and through the use of easy to read report cards and progress reports from teachers throughout the year. Parents also have access to our Data Wall that includes easy to read social, behavioral, attendance and academic behavior of our grade levels, classes or whole school.

Component 7: Preschool Transition Strategies

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

The school connects with pre-school age children through open houses, summer Title 1 Preview for incoming Kindergarteners, May Kindergarten Mini Session classroom visit, ESA transition IEPs, and Great Start Readiness Program visits.

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

Preschool parents and /or preschool teachers are invited to our February Parent Orientation for pre-school parents, May meeting, Summer parent meeting in August and Transition IEPs with Pre-School teachers at the ESA.

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?

Eastlawn Leadership Team analyzes data to determine next needs and professional development. At building and district level PD, led by curriculum coordinators, teachers have input into development of the school-based academic assessments. Also, input is given at progress monitoring meetings and grade level meetings.

Data is analyzed at our PLC meetings and this data helps drive instructional practices in the classroom based on research based best practices that are specifically designed to impact learning in our areas of need at Eastlawn.

Data is analyzed during our progress monitoring meetings three times a year and our grade level meetings, also three times a year. Data analyzed includes DIBELS, DAR, DRA and Classroom reports/grades. Based on the student's individual data, the teachers make decisions on the best intervention or classroom instruction practice that will have an impact on closing the academic gap of students. Both formative and summative assessments are utilized in the classroom to help determine the progress of the child. Data is collected on the outcomes of the assessments and analyzed at the Progress monitoring meetings and grade level meetings.

The IB Primary Years Program is utilized to develop comprehensive Unit Plans that incorporate abstract themes, inquiry and community awareness. Teachers prepare assessments, both formative and summative, that identify what students have learned from these unit plans.. Teachers work with the PYP coordinator and grade level teachers to share input on the school-based academic assessments utilized to collect student data.

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

Entire teaching staff reviews MEAP/M-Step Data, DAR Data, Progress Monitoring Data, and DIBELS benchmark data in Grade Level Meetings and PLC meetings. Interventions are determined and implemented based on this data analysis. Best practice, research based teaching methods are implemented through the data analysis of the student's needs during PLC meetings.

There is a data wall available for all teachers to use to further analyze data.

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.

Progress Monitoring meetings are held three times a year to evaluate effectiveness of core and interventions. Grade level meetings are also held three times a year. 2A (RTI Model) committee is a group of teachers helping teachers brainstorm highly effective strategies/interventions to implement in the classroom for a student who is below benchmark. Data is collected. District assessment data and if applicable, state assessment data. If the strategies aren't effective, 2B committee provides suggestions for more intensive interventions. If, again, these do not move the child to benchmark, the Special Services Team evaluates students in order to access special education services. 2A and 2B meet weekly throughout the school year.

The specific criteria used to help determine if students need support include looking at the Bottom 30% from the MEAP (in past years) and the M-Step (current raw data released by the state at this point to determine the bottom 30%). This information is shared right away in the fall (or as soon as it is made available to teachers). At progress monitoring meetings, each grade level looks at this data and re-visits this list of students who were not proficient on the state assessments, to ensure that each child in the bottom 30% is being monitored and provided interventions based on the data indicated by these assessments.

Students are monitored by classroom teachers during class work, DIBELS, DAR and DRA assessments. Once students at risk are discovered, interventions are put in place in the fall. Through the progress monitoring process and the grade level process, student's data are further analyzed to see if improvements are being made. On DIBELS for example, goals are set for teachers and students to move out of the at risk or some risk percentile ranking increments. Student's achievement levels are analyzed through classroom and district assessments three to four times a year in the areas of reading, math, social studies and science.

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?

As soon as data is collected, data is evaluated through progress monitoring and analyzed and interventions are put in place immediately. Small group instruction, 1:1 teacher/student instruction, ELA intervention block, Title 1 Instructional support paras, after school club, Responsibility Room, Title 1 Family Intervention Specialist- intervenes during crisis situations with students who are under emotional distress), Community Volunteers assist in mentoring roles and assist teachers in setting up or taking down science labs so teachers can focus on instructional time with students, and interventions provided by classroom teachers through use of Literacy Work Stations, Dreambox, EnVisions Math Remediation, summer school for the sub-group of students - bottom 30, etc.

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

Differentiated Instruction teacher liason provides support to teachers in the area of professional development. All teachers have been instructed in DI for the last 9 years. DI is integrated into the instructional practice here at MPS. The building Learning Coach provides

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one/one assistance to classroom teachers as well as modeling instruction. Math consultants provide support and one/one conversations with teachers. Title 1 Instructional Support paras provide interventions to the kids not yet at benchmark and this allows teachers to spend time with the kids in need of extra support. Use of Literacy Work Stations, Rocket Math/Extra Math, Dreambox math software/app., Accelerated Reader, Battle of the Books, iPad initiative, volunteer readers, math and science volunteers.

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.

Classroom Teachers (state funded), Teacher Leaders (State Funded), Family Intervention Specialists, (Title One Funded), School Nurse (Title One funded), Learning Coach (Title II funded), community members such as science and math volunteers (no funding needed), DHS Success Coach (state funded), Community Mental Health Liaison and the district all work together to integrate and implement strategies into the School Wide Plan and goals. Strategies include our Title One Family Interventionist who works with students in crisis and provides social skill building, the School nurse who provides necessary treatment to a student or helps parents connect the child to the medical resource in the community, the DHS worker who helps families gain access to cash and food assistance as well as basic home needs like housing, running water and electricity, the Community Mental Health Liaison who provides parents the link between school and CMH, the Learning Coach who provides professional development in ELA, math, science and social studies, the Title One Teacher who provides specific instructional interventions/drills to the bottom 30% in math and reading and our Title One Paraprofessionals who help provide interventions and drills to students who need additional assistance in academics.

Title IA funding also supports summer school, Dreambox, Positive Behavior Support, kindergarten preview orientation, parenting programs and materials/supplies for Title One events.

Free and Reduced Lunch is available for qualifying students and provides breakfast and lunches to students throughout the school year and also provides snacks, breakfast and lunch during summer school. Eastlawn has a 75% Free and Reduced rate.

Title IIA funds also fund teacher leaders to assist with professional development in core subject areas, 5D+ training and IB Primary Years Program training. Professional development at the district level teaches teachers best practice instructional methods that assist with all students. Primary Years Program professional development is also provided monthly during district and building PD time and additional training is provided for every elementary teacher and administrator.

McKinney Vento funding provides housing and basic needs to students who are deemed homeless.

Incentives for the Eastlawn Community School Model attendance program are provided by donors from the community that include local churches, individuals and businesses.

At the State level, Eastlawn does not receive 31A dollars.

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

1. Comprehensive Needs Assessment -General fund and Title One A funding- School Improvement Team, Title One Paras, Title One Teachers, Family Intervention Specialists.

2. School Wide Reform Strategies General fund- Eastlawn School Improvement/School Wide Plan, Eastlawn Community School Model SY 2016-2017

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team, Title One Paras and Title One Teacher.

3. Instruction by Highly Qualified Professional Staff - General Fund and Title 1 - All teachers and paraprofessionals are currently highly qualified. This includes our Title One Teachers, Title One Paras, Title IIA= Professional Development Teacher Leaders and Primary Years Program Coordinator.

4. Strategies to Attract High-Quality Teachers to High Needs Schools - General Fund

-Parent/Teacher Organization

-Title IIA - New Teacher Orientation Program

-Teacher Mentor Program

-District Professional Development, PYP Training (Title IIA) and Teacher Leaders for Professional Development (Title IIA)

-Conferences to support instruction practices

-Funding for classroom supplies

5. High-Quality and Ongoing Professional Development - General Fund

-Title IIA - Differentiated Instruction Workshops

-6 + 1 Traits of Writing Workshops

-District Professional Development Committee work in core areas.

-District Professional Development- Primary Years Program

-Number Talks and Math Strategies

-Technology Training - iPads

-Dreambox on iPads

6. Strategies to Increase Parental Involvement - General Fund

-Parent/Teacher Organization

-Parent Curriculum Night/Title One Night in the fall

-Title 1 Literacy Night

-Title 1 Spring meeting

-Eastlawn Community School Model attendance incentives

-Family Intervention Specialists

-School Nurse

-Department of Health and Human Services

-Eat Right Parent Night

-Reading Night

-Technology Night

-Grade Level Parent Workshops

-Common Sense Parenting Workshop

-Community Resource Night

-Parent/Teacher Conferences in the fall and spring

-Co-Parenting event with Family Intervention Specialists and Family Children's Services

-Chick Moorman Parent Talk Workshops

7. Preschool Transition Strategies - General Fund - Kindergarten Orientation

-Kindergarten Mini-sessions

-Parent/Child/Principal Conferences/ECSM

-Head Start Kindergarten Presentations

8. Teacher Participation in Making Assessment Decisions - General Fund

-Title IIA - Professional Development Curriculum Committees

-Next Needs meetings and Progress Monitoring Meetings, Grade Level Meetings, "15 Minute" student well being meetings.

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9. Timely and Additional Assistance to Students Having Difficulty Mastering Standards

-Title 1 services - Instructional Support Paraprofessionals, Title 1 Teachers

-Title 1 After School Program

-Lunch time Responsibility Room

10. Coordination and Integration of Federal, State and Local Programs and Resources - General Fund

-District personnel (Teacher Leaders and PYP Coordinator- Title IIA funds) will work with staff, building and central office administration to organize and disseminate funds at the state and federal level. PYP Training, Teacher Leader training and 5D+ training for teacher and administrators. (Title IIA funds)

-Title 1, Food Services Program, Food service grants.

-Community resources such as churches, local businesses and independent donors.

State: Partnership with DHS, Community Mental Health, Court System (Community School Model), MEAP testing Process

Additional Local Connections: Family and Children Services, Big Brothers Big Sisters, Eagle Ridge Community Church, Salvation Army, Kiwanis, Midland Community Center, Back Pack Buddies (weekend food program), Midland Police, Local Lions Club, Midland Community Foundation (field trip grants), Midland Center for the Arts (readers theater), Midland Free Methodist Church, Kids Hope, Junior Achievement and Kiwanis Foundation.

Federal: ESA (federally funded programs), Special Education Programs

These programs are integrated and coordinated through district administration, building administration, leadership team, school improvement team and school faculty.

Eastlawn does not receive 31A money.

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.

Eastlawn coordinates with federal, state and local programs and services that assist with a variety of needs.

Our Family Intervention Specialists teach the "Zones" curriculum to students in classes, offer "Girls Group", "Boys Groups", "Groups for various needs such as students with divorced parents, students with inflexible thinking, and teach anti-bullying/friendship building classes to every classroom. The Family Intervention Specialists also attend monthly Mid-Michigan Violence Prevention Partnership meetings and coordinate events such as "Friendship Week" which is also coordinated with our Primary Years Program Learner Profile.

The School Nurse coordinates with science volunteers and Saginaw Valley State University nursing students to do a school wide lesson on "Glo Germ" where students learned about germs and how to eliminate them. The nurse also connects with various medical and dental institutions in the area to assist families in getting their children the proper care needed.

The Department of Health and Human Services offers assistance to families who need cash and food assistance, housing when evicted, electricity and running water. DHHS also assists parents in obtaining job information and job training opportunities.

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During the Parent Resource Night (held on the fall parent/teacher conference night) the parents are connected with:

Family and Children's Services,

Chippewa Nature Center

Midland Health Department

Legacy Center for Community Success

Emergency Food Pantry

Midland Community Former Offenders Advocacy & Rehabilitation

DHHS (formally DHS)

Open Door

Shelterhouse

ARC of Midland Public Schools

Midland Area Homes

Safe and Sound Child Protection and Advocacy Center

Midland Community Center

Caregiving Network

Salvation Army

Early On

Grace A. Dow Memorial Library

Community Mental Health

Mid-Michigan Community Action Agency

The Chartwells Food Service provides snacks, breakfast and lunches for our students during summer school through a grant. Chartwells also provides free breakfast to all of our students throughout the school year.

Title One funds provide money to allow our kindergarten teachers to offer Kindergarten Preview for incoming kindergarteners and their parents. Assessments are taken in August and students and parents are offered materials that support reading, writing and numbers to take home.

Evaluation:

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

The Leadership Team meets monthly to review progress on Title One information, School Improvement Plan Information, and each PLC group shares out on their progress in addressing school wide needs based on data collection and best practice research. The PYP Coordinator is also present monthly to go over any topics related to the IB PYP professional development. An Eastlawn Community School Model member is also present at the leadership meetings and shares upcoming incentives, events and data/progress on attendance.

Eastlawn implements "15 Minute Meetings" monthly. These meetings involve each teacher sitting down with the Eastlawn Community School Team (Nurse, Family Intervention Specialists, Community Mental Health Liaison, Department of Human Services and the Principal) and sharing any well being concerns for any child in their classroom. The ECSM team then works toward helping any family or student connect with the best resource to meet the social, behavioral, medical, or shelter needs they may have.

The Eastlawn PTO meetings also occur monthly. These monthly meetings address fundraising opportunities for our school that provide money that offer students broader experiences such as field trips to the local museums and planetarium. The PTO also has a principal's report which highlights Title One events/activities/updates, School Improvement Plan updates, Annual Report information, M-Step, district and building assessment information, attendance data and additional Eastlawn event notifications.

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.

Data is looked at during Leadership Team meetings, building PDs, IEPs, progress monitoring and grade level meetings. After reviewing data, such as state assessments, district assessments (DRA, DAR, DIBELS, etc.) , changes are made to the school wide plan as necessary based on data indicators. Parent feedback is collected at all Title One events to support learning at home.

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.

Looking at individual scores and changes over time, critical needs are identified and analyzed through the established 2A/2B process. Also, with the identification of the bottom 30% the groups are analyzed, needs are identified, strategies are put into place through collaboration at 2A, 2B, progress monitoring meetings and grade level meetings. Student progress and data is shared with parents at Parent Teacher Conferences and during Report Card distribution.

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?

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We refer to the school improvement plan throughout the school year and make changes as necessary based on data and student achievement. The Leadership Team, parents, and the school improvement team keep track of needed changes and updates throughout the year and apply these changes into the new school improvement plan prior to the next school year.

Eastlawn Elementary School Improvement 2016- 2017

Overview

Plan Name

Eastlawn Elementary School Improvement 2016-2017

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	85% of all students tested will demonstrate proficiency in writing and reading knowledge, skills, and strategies across the curriculum	Objectives: 2 Strategies: 6 Activities: 32	Academic	\$701500
2	85% of students at Eastlawn Elementary School will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$60000
3	85% of students will be proficient in science	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$44000
4	85% of students will be proficient in social studies	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$15000

Goal 1: 85% of all students tested will demonstrate proficiency in writing and reading knowledge, skills, and strategies across the curriculum

Measurable Objective 1:

58% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading skills and strategies across the curriculum in English Language Arts by 06/15/2017 as measured by M-Step, district assessments, and progress reports.

Strategy 1:

Eastlawn Instructional Strategies in Language Arts - Staff will implement highly effective, researched based instructional strategies within the Common Core to maximize student growth, and individual success. Classroom teachers will utilize the additional instructional support of highly qualified staff to work with student in small group and one on one during school instructional settings.

Category: English/Language Arts

Research Cited: Implementing the Response to Intervention, Susan Hall, Corwin Press, 2008. Response to Intervention: Enhancing the Learning of All Children, MAASE, 2007. Why Adopt an RTI Model, Dr. David Prasse, 2007.

Tier: Tier 1

Activity - Grade level collaborative planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to align instruction in classrooms at each grade level, teachers will collaborate throughout the school year with the goals: maintain a common scope and sequence based on the Common Core for reading and writing instruction, collaborate on best practice strategies, calibrate scoring of writing assessment/samples, review DIBELs data, and evaluate/modify intervention strategies.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	General Fund	classroom teachers, principal, school psychologist, family intervention specialist and learning coach.

Activity - Highly qualified Title 1 Instructional Support Paras	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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17 Paraprofessionals will be highly qualified. Paras will work with teachers in grades K-5 to deliver one on one and/or small group instruction based on Common Core standards in the classroom under the supervision of the classroom teacher. These paras will extend and enrich the curriculum, pre-teach concepts to at risk students and help differentiate instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$216000	Title I Part A	classroom teachers, principal, highly qualified paraprofessionals, school psychologist and learning coach.
Activity - Summer Kindergarten Preview	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Kindergarten teachers-18 hours (12 hours teaching/6 hours planning) prior to the beginning of the school year to incoming kindergartners in order to pre-teach skills necessary for kindergarten success in language arts common core, behavior, etc.	Academic Support Program	Tier 1	Implement	08/16/2017	08/18/2017	\$3000	Title I Part A	Kindergarten teachers, principal.
Activity - Supplies and Materials for Kindergarten Preview	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies and materials for Kindergarten Preview will be purchased for student use at school and at home. These supplies are supplemental and used for pre-teaching purposes.	Academic Support Program	Tier 1	Implement	08/16/2017	08/18/2017	\$500	Title I Part A	Kindergarten Teachers, Principal
Activity - Temporary Title 1 teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three temporary Title 1 teachers will be hired for 420 hours each to work with students in the area of Language Arts to provide extra support and instruction in the core curriculum in order to increase student achievement. These teachers will extend and enrich the language arts curriculum, pre-teach concepts to at-risk students, and support interventions in grades K-5 during the school day.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$22000	Title I Part A	Principal, Leadership Team, Temporary Title 1 Teachers, Classroom teachers
Activity - Training for Highly Qualified Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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17 highly qualified paras will be trained in instructional strategies, intervention strategies, visual supports, behavior supports to improve student achievement. These training's will occur three times during the school year and will include all four core areas of instructional strategies and interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$2500	Title I Part A	Principal, Highly qualified paras, teachers, school psychologist, family intervention specialist and learning coach.
Activity - Training for Building Principal using Title 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal will attend two Title 1 Conferences during the school year in order to maintain and manage a Title 1 building with behavior supports, and will learn to meet Title 1 requirements, and School Improvement requirements and processes.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$1500	Title I Part A	Principal
Activity - Primary Years Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Primary Years Program (PYP) will be used to integrate Common Core State Standards and balance the four core areas of instruction. Professional Development will be dedicated to PYP training throughout the school year. A PYP coordinator will lead the PD on PYP. The PYP coordinator will also meet with teachers during common planning times. All PYP components will be implemented in order to receive certification.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$40000	Other	PYP coordinator, principal, teachers.
Activity - Summer School 2017	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Summer School for students entering grades 1-5, to be held or 26 days, three days per week, five hours a day of instruction. Summer school priority is given to the sub-group bottom 30 (75) students, 15 students per grade level who are identified as most at risk through performance on district assessments, embedded assessments and M-Step scores. Focus will be on math, reading and writing with emphasis in the area of science. This includes a one hour intervention block for reading and math. Staff will include: five classroom teachers, one teacher leader (6 teachers total). Paras will include five classroom instructional paras and one office/library para (6 paras total). Summer activities will include academics, field trips, and exploratory activities. The field trips will include admission tickets and transportation to include but not limited to: Dow Gardens, Chippewa Nature Center, Children's Zoo, Saginaw Children's Museum, Planetarium, a variety of community outreach programs and the Community Center. Learning games will be integrated into instruction. Supplies and materials include paper, pencils, books, reading materials, math manipulative, incentives for attendance. Door to door transportation for all summer school students and activities.	Direct Instruction	Tier 2	Monitor	07/11/2017	08/10/2017	\$69000	Title I Part A	Principal, Eastlawn Summer School Teachers, paraprofessionals, MPS Transportation, Chartwells
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Activity - Technology Training for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title One staff will be trained in the use of iPads for the following programs: Dreambox, Reflector, google and identifying engaging apps. This training will total three hours of training after school hours. In addition to school wide training, five teachers (one per grade level) will also attend the MACUL conference and then complete a share back per grade-level.	Technology	Tier 1	Monitor	09/05/2016	06/15/2017	\$3500	Title II Part A	BTILS, Teachers, Principal, Title One Teachers and Title One Paras and learning coach.

Activity - Teacher Summer Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 teachers will identify and develop grade level lists of high frequency words to be used as a common assessment tool in the areas of spelling and reading. These lists will include, Fry, Dolch and red words commonly found within grade level materials.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$10000	Title I Schoolwide	Principal, teachers, district curriculum coordinator.

Strategy 2:

Eastlawn Learning Coach - Learning Coach will assist teachers with classroom instruction, management, and implementation of activities and researched based interventions. In order to provide teachers with techniques, and strategies to work with at-risk students. The coach will utilize data analysis and best practice to determine effectiveness of interventions and assist with monthly progress monitoring meetings and grade level data review meetings three times per year. Coach will

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also attend the district and building data review meetings three times per year.

Category: Learning Support Systems

Research Cited: Response to Intervention, Enhancing the Learning of all Children, MAASE, January 2007.

Tier: Tier 2

Activity - Provide support to teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastlawn Learning Coach will provide and lead professional development for teachers on how to meet the academic needs of learners through a variety of intervention strategies based on data and best practice and will monitor this in progress monitoring meetings monthly throughout the school year. The Learning Coach will work with the student assist team meetings, the ICT process, grade level and progress monitoring meetings and networking with teachers. The Learning Coach will explore interventions and strategies for individual students at the Tier 2 and Tier 3 level to identify specific needs and strengths. Also works one on one with the teachers. The Learning Coach will also provide support for core area PLCs.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$120000	Title II Part A	Principal, Leadership Team, Learning Coach, Teachers, school psychologist.

Activity - Collaborative and sub days for grade level/progress monitoring/data review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subs will be needed for Grade Level meetings, Data Meetings and Progress Monitoring meetings to evaluate student data and meet with grade level teachers to plan next needs and interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$10000	General Fund	Principal, teachers, learning coach, school psychologist

Strategy 3:

Problem Solving Model in Language Arts - Staff will provide interventions and differentiated instruction for students at-risk of not achieving the Common Core Language Arts content. Staff will collaborate to find best practice instructional methods.

Category: English/Language Arts

Research Cited: McGlinchey, M.T., and Goodman, S.D.(2008). Bset Practices in Implementing School Reform. In a. Thomas and J. Grime (eds.) Best Practices in School Psychology V. Bethesda, M>: National Association of School Psychologists

Tier: Tier 2

Activity - 30 minute common intervention time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will have a common 30 minute intervention block in order to provide interventions for students who are not achieving grade level benchmarks in the areas of reading and writing.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal, Teachers, Learning Coach
Activity - Building Leadership Team/School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Leadership Team (School Improvement) will provide continued support to the staff through monthly meetings where the team will plan monthly professional development workshops. The PYP coordinator will also provide information to support classroom instruction. The building leadership team will utilize the school improvement plan for this process.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal, teachers, Building Leadership team, PYP coordinator
Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best efforts will be made to incorporate common planning time for grade level teachers during the school week.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal, Teachers
Activity - Staff Professional Dev. Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Staff Professional development meeting will be held to train and update staff on the IB Primary Years Program.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	General Fund	District PD Calendar, Principal, teachers
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will use collaborative planning days to meet to discuss the core areas. Teachers will utilize data which drives instructional decision making. Teachers research best practice teaching methods in order to develop and enhance instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$4500	General Fund	Teachers, principal, district coordinators, learning coach, school psychologist, Title 1 teacher.

Strategy 4:

Positive Behavior Support - All students will demonstrate positive and appropriate behaviors that support learning. This will support the PYP.

Category:

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Research Cited: Horner, R., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., and Boland J., (2004) The School-wide Evaluation Tool (SET): A Research instrument for assessing school-wide positive behavior supports. Journal of Positive Behavior Interventions, 6, 3-12.

Tier: Tier 1

Activity - Increase in Student Positive Behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The number of office discipline referrals will decrease by 5% by June of 2017. This includes majors and minors. Positive Behavior Supports will be put in place in order to increase positive student behaviors. A 2.0 Title1/Family Interventionist specialist(s) will provide classroom lessons, family support, student support and interventions to increase student academic achievement, classroom instructional support to improve student academic achievement, parent education to support student academic achievement through home/school partnership. The Family Intervention Specialist(s) will work to close the achievement gap and to work with students whose behaviors interfere with student academic/learning success. Students selected for this service will be "intensive" on DIBELS assessments, below the district average on district/building assessments in the four core. This position is supplemental and in addition to district assigned social workers that are provided to buildings in the area of special services.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$115000	Title I Part A	Principal, Teachers, Paraprofessionals, Title 1 Family Interventionist(s)
Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To encourage student participation in the SOAR system, to decrease discipline referrals and to maintain the CHAMPS process we will need to have SOAR store supplied and maintained with appropriate incentives. We will also need office discipline referrals forms, and CHAMPS materials. We will need to purchase behavior system management prizes. These materials are supplemental and will be used for pre-teaching in the four core areas in order to increase student achievement	Behavioral Support Program			09/06/2016	06/15/2017	\$2000	Title I Part A	Principals, Family Interventionist, Teachers
Activity - Training for Title 1 School Family Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 Family Interventionist(s) will attend workshops/participate in Webinars on Best Practice in the area of support academic achievement through positive behavior interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$2500	Title I Part A	Principal, Title 1 Family Interventionists

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Activity - PD/Responsive Classroom/Opening Minds/Materials/Conferences/Webinar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To increase positive behavior and student achievement, an RTI behavior modification webinar, Responsive Classroom training and materials, Opening Minds resources, and travel expenses to conferences will be needed.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$9000	Title I Part A	Principal and teachers.

Strategy 5:

Increase Parental Involvement, Support and Student Attendance - The Community School Model, a partnership with the Department of Human Services will be provided at Eastlawn. The Community School Model consists of bringing community resources to the school. The school acts as the "hub" for social services and human resources. Truancy and attendance issues prevent Eastlawn students from achieving academic success in the curricular areas. This model removes barriers that prevent Eastlawn parents from getting students to school on time, in class every day, and prevents them from leaving early. This model will also provide incentives to parents, provides opportunities for workshops, parental supports, and a variety of community resource options. The DHS worker will assist with turning power back on at houses, preventing the electricity from being shut off and/or providing heat to houses and will assist families in avoiding homelessness. These are serious matters that make it possible for our students and our families to concentrate on other issues like education. Perfect attendance is the goal and this model provides support for families to have kids at school in order to achieve academic goals.

Category: Learning Support Systems

Research Cited: Horner, R., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., and Boland J., (2004). The School-wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support.

Tier: Tier 1

Activity - School Nurse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part of the Community School Model is to enlist the support of a Nurse to help families with medical issues, medications, hygiene, health and other issues as they relate to attendance and academic performance. We currently have a .5 school nurse at Eastlawn. The services were in high demand and Eastlawn students benefited academically by having their medical needs met at school and remaining in the classroom and student attendance increased as well. We need to increase the allotment of time we have a nurse in our building from .5 to 1.0.	Academic Support Program, Community Engagement	Tier 1	Monitor	09/06/2016	06/15/2017	\$55000	Title I Part A	Nurse, DHS Worker, Principal, Teachers, Family Interventionists.

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be invited to participate in a variety of events and activities to support their child's learning. Classroom teachers in grades k-5, will provide ELA activities for parents. These events will showcase student work in the areas of reading and writing, as well as their connections to other curricular areas. Parents may receive supplies to support their child at home. Family Intervention Specialist(s) will provide parents with learning opportunities to reduce student's negative behaviors which will increase student achievement.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	Title I Schoolwide	Principal, Family Interventionist, DHS worker, Classroom teachers.
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Measurable Objective 2:

58% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the area of writing across the content areas as outlined in the Common Core in English Language Arts by 06/15/2017 as measured by M-Step, district assessments, and progress reports.

Strategy 1:

Focus in Common Core Writing Instruction - Staff will implement highly effective, researched based instructional strategies within the Common Core to maximize student growth, and individual success. Classroom teachers will utilize the additional instructional support of highly qualified staff to work with student in small group and one on one before, during, and after school instructional settings.

Category: English/Language Arts

Research Cited: Implementing the Response to Intervention, Susan Hall, Corwin Press, 2008. Response to Intervention: Enhancing the Learning of All Children, MAASE, 2007. Why Adopt an RTI Model, Dr. David Prasse, 2007.

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the principles of writing workshop a minimum of four days a week for 45 minutes in grades k-5.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers and principal

Activity - 6+1 Traits of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 6+1 Traits Model will be taught and implemented daily during writing workshop mini-lessons and across the curriculum.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers and principal

Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate the components of good writing instruction in all content areas and align with the Common Core and PYP.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers, PYP coordinator and principal
Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet throughout the year in Grade Level Collaboration meetings and ELA PLC to analyze assessment data, analyze student writing samples, calibrate scoring, grade level teams, peer modeling of Common Core best practices.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers, principal, curriculum specialist, building leadership team, learning coach.
Activity - Student Writing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing will be recognized and celebrated in a variety of ways throughout the school year including student publishing, presentations using technology, parent workshops to share student writing, academic showcase.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	principal, classroom teachers.
Activity - Instructional Rounds Training for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers to be trained in Instructional Rounds Walk-throughs. The school will identify a problem area with student learning. Observations would reflect the identified problem areas in the classroom and brainstorm techniques to encourage growth and change.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$2500	Title I Schoolwide	Principal and teachers.
Activity - Firsthand: Units of Study in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will research and implement components of Lucy Caulkins Firsthand: Units of Study in Writing.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	General Fund	classroom teachers, principal.
Activity - Writing Consultant Workshop for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A writing consultant, possibly from Chippewa Writing Project, will come and provide professional development in the area of writing best practice. The focus will be on writing workshop, writing continuum, and integration of writing across the curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	09/01/2017	\$7000	Title I Part A	principal, classroom teachers, writing PLC, learning coach
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Goal 2: 85% of students at Eastlawn Elementary School will be proficient in math.

Measurable Objective 1:

53% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math computation, number sense, fractions, geometry and measurement in Mathematics by 06/15/2017 as measured by MSTEP, district assessments, and report card data.

Strategy 1:

Professional Development in Math - The building leadership team will schedule and plan building level professional development. A math consultant will work with the entire staff and grade level collaborative teams. The consultant will provide additional development on math strategies and Common Core best practices. The consultant will work with classroom teachers and model best practices in the area of math.

Category: Mathematics

Research Cited: Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, 2000. Curriculum Focal Points National Council of Teachers of Mathematics, 2006. Classroom Instruction That Works, Marzano, 2001.

Smith, C. R., Marchand-Martella, N.E., & Martella, R. C. (2011). Assessing the Effects of the Rocket Math Program with a Primary Elementary School Student At Risk for School Failure: A Case Study. Education and Treatment of Children, 34(2), 247-258.

Tier: Tier 1

Activity - Conceptual Lesson Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members in grades k-5 will review grade level M-STEP and district assessment results at PD and PLC meetings. Classroom teachers will align math lessons to focus on the deficit areas of computation, measurement, geometry. Math PD members will provide follow-up and continuous training of the Common Core standards.	Professional Learning			09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers, principals

Strategy 2:

Instructional Support in Mathematics - Classrooms will utilize the additional classroom instructional support of highly qualified staff to work with students in small group,

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one on one instruction before, during, and after school instructional settings.

Category: Learning Support Systems

Research Cited: Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, 2000. Curriculum Focal Points National Council of Teachers of Mathematics, 2006. Classroom Instruction that Works, Marzano, 2001.

Class Size and Students At Risk, What is Known and What is Next. April 1998

Tier: Tier 2

Activity - After School Mathematics Enrichment Program grades 3-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will be an enrichment and extension opportunity for students in grades 3-5 who are at-risk in math. Students will work Monday through Thursday after school from 3:45 to 5:30 on up-coming math concepts, review of current concepts and interventions. The goal of this program is to immerse students in concepts to enable them to participate with grade level peers. A temporary Title 1 teacher will be hired to work four hours per day, four days a week for a total of 160 days. This will allow for one half hour to prepare lessons and plan with teachers.	Academic Support Program	Tier 2	Implement	11/07/2016	05/31/2017	\$10000	Title I Part A	Principals, teachers and temporary Title 1 teacher
Activity - Computation Fluency Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will work towards creating a balanced mathematics program to include mastery of math facts, concept development, problem solving and and review and mental math. Teachers in grade 2-5 will implement and utilize either Rocket Math or Xtramath to enhance daily instruction by providing basic fact computation practice.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$500	Title I Part A	Principal, classroom teachers, instructional support paras, temporary Title 1 teachers.
Activity - Mathematics Enrichment Program Grades 1-2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A temporary Title 1 teacher to provide academic and intervention support in grades 1-2. This teacher would provide instructional support in the classroom as well as after school support with interventions and extensions.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	06/15/2017	\$10000	Title I Part A	Principal(1), classroom teachers, temporary Title 1 teacher, learning coach.

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Activity - Adventures with Math-Summer Consumable Books Grades k-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive a consumable math workbook titled Adventures with Math for use at home during the summer to sustain/increase math competency. These books will also be utilized during the summer school program.	Academic Support Program	Tier 1	Implement	06/16/2017	09/04/2017	\$4500	Title I Part A	principal, teachers, summer school teachers, Title 1 support staff, instructional support paraprofessionals, parents.

Strategy 3:

Professional Learning Community in Math - Teachers will collaborate and research best practice methods and interventions that will assist in increasing math achievement across all grade levels.

Category: Mathematics

Research Cited: Professional Learning Communities at Work, Defour. W. (1/1/1998).

Tier: Tier 1

Activity - Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across grade levels will meet 4-6 times a year to discuss next needs in mathematics instruction, plan interventions based on data, and research best practice teaching methods based on the analysis of student data.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$4000	General Fund	principal, classroom teachers, special education teachers, Title 1 staff, learning coach.

Strategy 4:

Math Technology - Student achievement will be increased through the use of I-Pads, laptops, and Dreambox.

Category: Technology

Research Cited: Myers, Ron Y, "The Effects of the Use of Technology in Mathematics Instruction on Student Achievement" (2009). FIU Electronic Thesis and Dissertations. Paper 136.

Tier: Tier 1

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Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be held throughout the year. The two Eastlawn BTLS will provide in-services and learning opportunities for grade level teachers to collaborate in the areas of Dreambox, iPads and best practices in technology.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$1000	General Fund	Eastlawn technology BTLS, principal, teaching staff, District Director of Technology
Activity - Dreambox	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use Title One funding to purchase Dreambox site license and software for laptops and iPads.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$25000	Title I Part A	Principal, teachers, BTLS, District Technology Department
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be purchased, replaced, improved or modified to keep up with current trends in best instructional practice.	Technology	Tier 1	Monitor	09/06/2016	06/15/2017	\$5000	General Fund	Principal, district technology staff, teachers

Goal 3: 85% of students will be proficient in science

Measurable Objective 1:

33% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in content knowledge and skills in Science by 06/15/2017 as measured by M-STEP, DAR and report card data. .

Strategy 1:

Increased Science Instructional Time - Teachers in grades K-5 will incorporate science content into other academic areas. In particular for ELA, informational texts for reading and expository writing.

Category: Science

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Research Cited: Baker, D.P., Fabrega, R., Galindo, C., and Mishook, J., (2004) Instructional Time and National Achievement Cross National Evidence. Prospects 34 (3), 311-334.

Tier: Tier 1

Activity - Use of Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trade books that are supplied through the District Science kits will be used in morning work, centers, selected reading, read alouds, and used in critical thinking skills taught by teachers throughout the day-that align with common core. Also, purchasing National Geographic Trade Books in the area of science for each grade level. \$15,000.00 for the purchase of the trade books.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$15000	Title I Part A, General Fund	Principals, classroom teachers, science volunteers, Science Resource Center, Elementary Curriculum specialist.

Activity - Trade Book Science Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level trade book science libraries will be purchased for grades K-5. These books will be used to enhance and reinforce Science Curriculum in order to increase Student Achievement.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$18000	Title I Part A	Principal, teachers, Title 1 staff

Strategy 2:

Primary Years Program (PYP) and Common Core - The PYP and Common Core will be integrated to balance the four core areas of instruction.

Category: Science

Research Cited: Banilower, E., Cohen, K., Pasley, J. and I. Weiss. (2008). Effective Science Instruction: What Does Research Tell Us? Portsmouth, NH: RMC

Research Corporation, Center on Instruction.

Tier: Tier 1

Activity - PYP Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students school wide will engage in various science activities structured throughout the grade level PYP Unit Planners. Through investigation, research and the scientific process, students will demonstrate their learning in a variety of ways through the summative assessments.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	Other	All teachers, science volunteers, PYP coordinator, principals, Title 1 support staff, media para, art teacher.
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Strategy 3:

STEM Professional Learning Community - Teachers will collaborate by investigating and researching the Project Lead the Way curriculum for STEM. Findings will be shared with all teachers.

Category: Science

Tier: Tier 1

Activity - Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across grade levels will meet 4-6 times throughout the year to collaborate.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$4000	General Fund	Principal, teachers

Strategy 4:

Makey Makey STEM Kits for Summer School - Summer school students will utilize Makey Makey Science Kits in order to foster inquiry based project learning.

Category: Science

Research Cited: International Journal of STEM Education articles. Research has shown that STEM promotes successful learning by providing students with technology-rich environments and hands-on learning in the areas of science, engineering, and math. STEM (Project Lead the Way) is also a district initiative.

Tier: Tier 2

Activity - Makey Makey STEM Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will explore Makey Makey science kits at least once a week during summer school.	Academic Support Program, Supplemental Materials	Tier 2		07/11/2017	08/10/2017	\$4000	Title I Part A	Summer school staff

Goal 4: 85% of students will be proficient in social studies

Measurable Objective 1:

24% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in content knowledge and skills in Social Studies by 06/15/2017 as measured by M-Step, DAR and report card data. .

Strategy 1:

Primary Years Program (PYP) and Common Core - PYP best practices will be implemented integrating the common core standards for social studies balancing the four core areas of instruction.

Category: Social Studies

Research Cited: Hanley, Chris; Hermiz, Carmen; Lagioia-Peddy, Jennifer; Levine-Albuck, Valerie. (2002) Improving Student Interest in Achievement in Social Studies Using a Multiple Intelligent Approach to Literature.

Tier: Tier 1

Activity - PYP Learner Profile Study and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become proficient in the 10 attributes of PYP student learner profile and the PYP attitudes. Students will show an increase in making connections to social studies across the curriculum through the writing and implementation of trans-disciplinary units of study.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	principals, teachers, support staff, PYP Coordinator

Strategy 2:

Increasing Student Technology Engagement - Eastlawn will continue to work to increase the accessibility of technological devices and focus on the importance of digital citizenship as it becomes part of our daily instruction.

Category: Technology

Research Cited: Poole, B., Sky-Mellvain, E., Jackson, L. & Singer, Y. (2006). Computers, Education, and Society. Teaching In The Computerized Classroom (6th ed. pp. 344-365).

Tier: Tier 1

Activity - Trade books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies trade books will be purchased to support student need in each PYP transdisciplinary grade level unit. These books will bring the outside world to students who otherwise have limited life experiences. These books will be used to broaden their knowledge base of the world around. Technology, apps and other websites will be utilized with these books to support student learning and engagement.	Materials	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$15000	Title I Part A	Principal, teachers. district curriculum coordinator.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Professional Development	Professional development will be held throughout the year. The two Eastlawn BTLS will provide in-services and learning opportunities for grade level teachers to collaborate in the areas of Dreambox, IPADs and best practices in technology.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$1000	Eastlawn technology BTLS, principal, teaching staff, District Director of Technology
Building Leadership Team/School Improvement	The Building Leadership Team (School Improvement) will provide continued support to the staff through monthly meetings where the team will plan monthly professional development workshops. The PYP coordinator will also provide information to support classroom instruction. The building leadership team will utilize the school improvement plan for this process.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Principal, teachers, Building Leadership team, PYP coordinator
Firsthand: Units of Study in Writing	Classroom teachers will research and implement components of Lucy Caulkins Firsthand: Units of Study in Writing.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	classroom teachers, principal.
Collaborative Planning Time	Teachers across grade levels will meet 4-6 times a year to discuss next needs in mathematics instruction, plan interventions based on data, and research best practice teaching methods based on the analysis of student data.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$4000	principal, classroom teachers, special education teachers, Title 1 staff, learning coach.
Common Planning Time	Best efforts will be made to incorporate common planning time for grade level teachers during the school week.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Principal, Teachers

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Grade level collaborative planning	In order to align instruction in classrooms at each grade level, teachers will collaborate throughout the school year with the goals: maintain a common scope and sequence based on the Common Core for reading and writing instruction, collaborate on best practice strategies, calibrate scoring of writing assessment/samples, review DIBELs data, and evaluate/modify intervention strategies.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	classroom teachers, principal, school psychologist, family intervention specialist and learning coach.
Professional Learning Communities	PLCs will use collaborative planning days to meet to discuss the core areas. Teachers will utilize data which drives instructional decision making. Teachers research best practice teaching methods in order to develop and enhance instruction.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$4500	Teachers, principal, district coordinators, learning coach, school psychologist, Title 1 teacher.
Collaborative and sub days for grade level/progress monitoring/data review	Subs will be needed for Grade Level meetings, Data Meetings and Progress Monitoring meetings to evaluate student data and meet with grade level teachers to plan next needs and interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$10000	Principal, teachers, learning coach, school psychologist
Staff Professional Dev. Meetings	Monthly Staff Professional development meeting will be held to train and update staff on the IB Primary Years Program.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	District PD Calendar, Principal, teachers
30 minute common intervention time	Classroom teachers will have a common 30 minute intervention block in order to provide interventions for students who are not achieving grade level benchmarks in the areas of reading and writing.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Principal, Teachers, Learning Coach
Use of Trade Books	Trade books that are supplied through the District Science kits will be used in morning work, centers, selected reading, read alouds, and used in critical thinking skills taught by teachers throughout the day-that align with common core. Also, purchasing National Geographic Trade Books in the area of science for each grade level. \$15,000.00 for the purchase of the trade books.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principals, classroom teachers, science volunteers, Science Resource Center, Elementary Curriculum specialist.

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Technology	Technology will be purchased, replaced, improved or modified to keep up with current trends in best instructional practice.	Technology	Tier 1	Monitor	09/06/2016	06/15/2017	\$5000	Principal, district technology staff, teachers
Collaborative Planning Time	Teachers across grade levels will meet 4-6 times throughout the year to collaborate.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$4000	Principal, teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds Training for Teachers	Four teachers to be trained in Instructional Rounds Walk-throughs. The school will identify a problem area with student learning. Observations would reflect the identified problem areas in the classroom and brainstorm techniques to encourage growth and change.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$2500	Principal and teachers.
Parent Involvement Activities	Parents will be invited to participate in a variety of events and activities to support their child's learning. Classroom teachers in grades k-5, will provide ELA activities for parents. These events will showcase student work in the areas of reading and writing, as well as their connections to other curricular areas. Parents may receive supplies to support their child at home. Family Intervention Specialist(s) will provide parents with learning opportunities to reduce student's negative behaviors which will increase student achievement.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/15/2017	\$3000	Principal, Family Interventionist, DHS worker, Classroom teachers.
Teacher Summer Study	3-5 teachers will identify and develop grade level lists of high frequency words to be used as a common assessment tool in the areas of spelling and reading. These lists will include, Fry, Dolch and red words commonly found within grade level materials.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$10000	Principal, teachers, district curriculum coordinator.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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6+1 Traits of Writing	The 6+1 Traits Model will be taught and implemented daily during writing workshop mini-lessons and across the curriculum.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Classroom teachers and principal
Student Writing Recognition	Student writing will be recognized and celebrated in a variety of ways throughout the school year including student publishing, presentations using technology, parent workshops to share student writing, academic showcase.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	principal, classroom teachers.
Conceptual Lesson Implementation	All staff members in grades k-5 will review grade level M-STEP and district assessment results at PD and PLC meetings. Classroom teachers will align math lessons to focus on the deficit areas of computation, measurement, geometry. Math PD members will provide follow-up and continuous training of the Common Core standards.	Professional Learning			09/06/2016	06/15/2017	\$0	classroom teachers, principals
Professional Development in Writing	Classroom teachers will meet throughout the year in Grade Level Collaboration meetings and ELA PLC to analyze assessment data, analyze student writing samples, calibrate scoring, grade level teams, peer modeling of Common Core best practices.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	classroom teachers, principal, curriculum specialist, building leadership team, learning coach.
Writing in the Content Area	Teachers will incorporate the components of good writing instruction in all content areas and align with the Common Core and PYP.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	classroom teachers, PYP coordinator and principal
Writing Workshop	Classroom teachers will implement the principles of writing workshop a minimum of four days a week for 45 minutes in grades k-5.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	classroom teachers and principal
PYP Learner Profile Study and Implementation	Students will become proficient in the 10 attributes of PYP student learner profile and the PYP attitudes. Students will show an increase in making connections to social studies across the curriculum through the writing and implementation of trans-disciplinary units of study.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	principals, teachers, support staff, PYP Coordinator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Eastlawn School

Primary Years Program	The Primary Years Program (PYP) will be used to integrate Common Core State Standards and balance the four core areas of instruction. Professional Development will be dedicated to PYP training throughout the school year. A PYP coordinator will lead the PD on PYP. The PYP coordinator will also meet with teachers during common planning times. All PYP components will be implemented in order to receive certification.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$40000	PYP coordinator, principal, teachers.
PYP Summative Assessments	Students school wide will engage in various science activities structured throughout the grade level PYP Unit Planners. Through investigation, research and the scientific process, students will demonstrate their learning in a variety of ways through the summative assessments.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	All teachers, science volunteers, PYP coordinator, principals, Title 1 support staff, media para, art teacher.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Training for Teachers	Teachers and Title One staff will be trained in the use of iPads for the following programs: Dreambox, Reflector, google and identifying engaging apps. This training will total three hours of training after school hours. In addition to school wide training, five teachers (one per grade level) will also attend the MACUL conference and then complete a share back per grade-level.	Technology	Tier 1	Monitor	09/05/2016	06/15/2017	\$3500	BTILS, Teachers, Principal, Title One Teachers and Title One Paras and learning coach.

School Improvement Plan

Eastlawn School

Provide support to teachers	Eastlawn Learning Coach will provide and lead professional development for teachers on how to meet the academic needs of learners through a variety of intervention strategies based on data and best practice and will monitor this in progress monitoring meetings monthly throughout the school year. The Learning Coach will work with the student assist team meetings, the ICT process, grade level and progress monitoring meetings and networking with teachers. The Learning Coach will explore interventions and strategies for individual students at the Tier 2 and Tier 3 level to identify specific needs and strengths. Also works one on one with the teachers. The Learning Coach will also provide support for core area PLCs.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$120000	Principal, Leadership Team, Learning Coach, Teachers, school psychologist.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Kindergarten Preview	Two Kindergarten teachers-18 hours (12 hours teaching/6 hours planning) prior to the beginning of the school year to incoming kindergartners in order to pre-teach skills necessary for kindergarten success in language arts common core, behavior, etc.	Academic Support Program	Tier 1	Implement	08/16/2017	08/18/2017	\$3000	Kindergarten teachers, principal.
Makey Makey STEM Exploration	Students will explore Makey Makey science kits at least once a week during summer school.	Academic Support Program, Supplemental Materials	Tier 2		07/11/2017	08/10/2017	\$4000	Summer school staff
Writing Consultant Workshop for Teachers	A writing consultant, possibly from Chippewa Writing Project, will come and provide professional development in the area of writing best practice. The focus will be on writing workshop, writing continuum, and integration of writing across the curriculum.	Professional Learning	Tier 1	Getting Ready	09/06/2016	09/01/2017	\$7000	principal, classroom teachers, writing PLC, learning coach
Computation Fluency Instruction and Materials	All teachers will work towards creating a balanced mathematics program to include mastery of math facts, concept development, problem solving and and review and mental math. Teachers in grade 2-5 will implement and utilize either Rocket Math or Xtramath to enhance daily instruction by providing basic fact computation practice.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$500	Principal, classroom teachers, instructional support paras, temporary Title 1 teachers.

School Improvement Plan

Eastlawn School

Training for Building Principal using Title 1	Building Principal will attend two Title 1 Conferences during the school year in order to maintain and manage a Title 1 building with behavior supports, and will learn to meet Title 1 requirements, and School Improvement requirements and processes.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$1500	Principal
Training for Highly Qualified Paraprofessionals	17 highly qualified paras will be trained in instructional strategies, intervention strategies, visual supports, behavior supports to improve student achievement. These training's will occur three times during the school year and will include all four core areas of instructional strategies and interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$2500	Principal, Highly qualified paras, teachers, school psychologist, family intervention specialist and learning coach.
Summer School 2017	Summer School for students entering grades 1-5, to be held for 26 days, three days per week, five hours a day of instruction. Summer school priority is given to the sub-group bottom 30 (75) students, 15 students per grade level who are identified as most at risk through performance on district assessments, embedded assessments and M-Step scores. Focus will be on math, reading and writing with emphasis in the area of science. This includes a one hour intervention block for reading and math. Staff will include: five classroom teachers, one teacher leader (6 teachers total). Paras will include five classroom instructional paras and one office/library para (6 paras total). Summer activities will include academics, field trips, and exploratory activities. The field trips will include admission tickets and transportation to include but not limited to: Dow Gardens, Chippewa Nature Center, Children's Zoo, Saginaw Children's Museum, Planetarium, a variety of community outreach programs and the Community Center. Learning games will be integrated into instruction. Supplies and materials include paper, pencils, books, reading materials, math manipulative, incentives for attendance. Door to door transportation for all summer school students and activities.	Direct Instruction	Tier 2	Monitor	07/11/2017	08/10/2017	\$69000	Principal, Eastlawn Summer School Teachers, paraprofessionals, MPS Transportation, Chartwells

School Improvement Plan

Eastlawn School

Temporary Title 1 teachers	Three temporary Title 1 teachers will be hired for 420 hours each to work with students in the area of Language Arts to provide extra support and instruction in the core curriculum in order to increase student achievement. These teachers will extend and enrich the language arts curriculum, pre-teach concepts to at-risk students, and support interventions in grades K-5 during the school day.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$22000	Principal, Leadership Team, Temporary Title 1 Teachers, Classroom teachers
Use of Trade Books	Trade books that are supplied through the District Science kits will be used in morning work, centers, selected reading, read alouds, and used in critical thinking skills taught by teachers throughout the day-that align with common core. Also, purchasing National Geographic Trade Books in the area of science for each grade level. \$15,000.00 for the purchase of the trade books.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$15000	Principals, classroom teachers, science volunteers, Science Resource Center, Elementary Curriculum specialist.
Supplies and Materials for Kindergarten Preview	Supplies and materials for Kindergarten Preview will be purchased for student use at school and at home. These supplies are supplemental and used for pre-teaching purposes.	Academic Support Program	Tier 1	Implement	08/16/2017	08/18/2017	\$500	Kindergarten Teachers, Principal
After School Mathematics Enrichment Program grades 3-5	This program will be an enrichment and extension opportunity for students in grades 3-5 who are at-risk in math. Students will work Monday through Thursday after school from 3:45 to 5:30 on upcoming math concepts, review of current concepts and interventions. The goal of this program is to immerse students in concepts to enable them to participate with grade level peers. A temporary Title 1 teacher will be hired to work four hours per day, four days a week for a total of 160 days. This will allow for one half hour to prepare lessons and plan with teachers.	Academic Support Program	Tier 2	Implement	11/07/2016	05/31/2017	\$10000	Principals, teachers and temporary Title 1 teacher
Trade Book Science Library	Grade Level trade book science libraries will be purchased for grades K-5. These books will be used to enhance and reinforce Science Curriculum in order to increase Student Achievement.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$18000	Principal, teachers, Title 1 staff
Training for Title 1 School Family Interventionist	The Title 1 Family Interventionist(s) will attend workshops/participate in Webinars on Best Practice in the area of support academic achievement through positive behavior interventions.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$2500	Principal, Title 1 Family Interventionists

School Improvement Plan

Eastlawn School

School Nurse	A part of the Community School Model is to enlist the support of a Nurse to help families with medical issues, medications, hygiene, health and other issues as they relate to attendance and academic performance. We currently have a .5 school nurse at Eastlawn. The services were in high demand and Eastlawn students benefited academically by having their medical needs met at school and remaining in the classroom and student attendance increased as well. We need to increase the allotment of time we have a nurse in our building from .5 to 1.0.	Academic Support Program, Community Engagement	Tier 1	Monitor	09/06/2016	06/15/2017	\$55000	Nurse, DHS Worker, Principal, Teachers, Family Interventionists.
Highly qualified Title 1 Instructional Support Paras	17 Paraprofessionals will be highly qualified. Paras will work with teachers in grades K-5 to deliver one on one and/or small group instruction based on Common Core standards in the classroom under the supervision of the classroom teacher. These paras will extend and enrich the curriculum, pre-teach concepts to at risk students and help differentiate instruction.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$216000	classroom teachers, principal, highly qualified paraprofessionals, school psychologist and learning coach.
PD/Responsive Classroom/Opening Minds/Materials/Conferences/Webinar	To increase positive behavior and student achievement, an RTI behavior modification webinar, Responsive Classroom training and materials, Opening Minds resources, and travel expenses to conferences will be needed.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$9000	Principal and teachers.
Dreambox	We will use Title One funding to purchase Dreambox site license and software for laptops and iPads.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$25000	Principal, teachers, BTLS, District Technology Department

School Improvement Plan

Eastlawn School

Increase in Student Positive Behaviors	The number of office discipline referrals will decrease by 5% by June of 2017. This includes majors and minors. Positive Behavior Supports will be put in place in order to increase positive student behaviors. A 2.0 Title1/Family Interventionist specialist(s) will provide classroom lessons, family support, student support and interventions to increase student academic achievement, classroom instructional support to improve student academic achievement, parent education to support student academic achievement through home/school partnership. The Family Intervention Specialist(s) will work to close the achievement gap and to work with students whose behaviors interfere with student academic/learning success. Students selected for this service will be "intensive" on DIBELS assessments, below the district average on district/building assessments in the four core. This position is supplemental and in addition to district assigned social workers that are provided to buildings in the area of special services.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$115000	Principal, Teachers, Paraprofessionals, Title 1 Family Interventionist(s)
Trade books	Social Studies trade books will be purchased to support student need in each PYP transdisciplinary grade level unit. These books will bring the outside world to students who otherwise have limited life experiences. These books will be used to broaden their knowledge base of the world around. Technology, apps and other websites will be utilized with these books to support student learning and engagement.	Materials	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$15000	Principal, teachers. district curriculum coordinator.
Mathematics Enrichment Program Grades 1-2	A temporary Title 1 teacher to provide academic and intervention support in grades 1-2. This teacher would provide instructional support in the classroom as well as after school support with interventions and extensions.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	06/15/2017	\$10000	Principal(1), classroom teachers, temporary Title 1 teacher, learning coach.

School Improvement Plan

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Adventures with Math-Summer Consumable Books Grades k-5	Students will receive a consumable math workbook titled Adventures with Math for use at home during the summer to sustain/increase math competency. These books will also be utilized during the summer school program.	Academic Support Program	Tier 1	Implement	06/16/2017	09/04/2017	\$4500	principal, teachers, summer school teachers, Title 1 support staff, instructional support paraprofessionals, parents.
Positive Behavior Support	To encourage student participation in the SOAR system, to decrease discipline referrals and to maintain the CHAMPs process we will need to have SOAR store supplied and maintained with appropriate incentives. We will also need office discipline referrals forms, and CHAMPS materials. We will need to purchase behavior system management prizes. These materials are supplemental and will be used for pre-teaching in the four core areas in order to increase student achievement	Behavioral Support Program			09/06/2016	06/15/2017	\$2000	Principals, Family Interventionist, Teachers