



School Improvement Plan

William Austin Burt Elementary Sch

Waterford School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other..... 24

School Additional Requirements Diagnostic

Introduction..... 26
School Additional Requirements Diagnostic..... 27

Title I Targeted Assistance Diagnostic

Introduction..... 30
Component 1: Needs Assessment 31
Component 2: Services to Eligible Students 33
Component 3: Incorporated Into Existing School Program Planning..... 34
Component 4: Instructional Strategies..... 35
Component 5: Title I and Regular Education Coordination 37
Component 6: Instruction by Highly Qualified Staff 38
Component 7: High Quality and Ongoing Professional Development..... 39
Component 8: Strategies to Increase Parental Involvement..... 40
Component 9 Coordination of Title I and Other Resources..... 42
Component 10: Ongoing Review of Student Progress..... 43
Evaluation..... 44

Reading, Writing, & Math Goal for 2013-2014 for Burt Elementary

Overview..... 46
Goals Summary..... 47

Goal 1: All students will improve reading comprehension skills.....	48
Goal 2: All students will improve writing skills across the curriculum.....	49
Goal 3: All students will improve real world problem solving skills.....	51
Activity Summary by Funding Source.....	53

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?

Burt has 336 students in K-5. It is a suburb of Detroit and is located in Waterford, MI, which is the center of Oakland County. Burt's community is varied from home owner, home renters, and apartments. The SES is 68.2% in 2012-2013. Over the past 3 years, there has been a sharp increase in SES, up from 46% in 2008-2009. The teaching staff is mostly probationary with 9 or the 14 being probationary. Our biggest challenge with the community we serve is poverty issues that translate into extreme behavior issues during the school day.

School's Purpose

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

The fundamental purpose of the Waterford School District is to ensure high levels of learning for ALL students, as evidenced by the following goals:

We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on local, state and national assessments.

We will eliminate gaps in student achievement in all demographic areas.

We will provide challenging learning experiences for every student every day.

Burt staff engages in the Professional Learning Communities process to ensure that every student is learning. We provide rigorous interventions through our Data Room process and fine tune instruction through our weekly PLC time. Students keep Data Notebooks to keep track of their growth and set goals for improvement.

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.

Burt's SES has continued to rise yet Burt has continued to have MEAP scores that are equivalent or better than state averages in some areas. Our school has developed a Behavior Program to help bring students to the table to learn. This program has won the Excellence in Education Award from the Oakland Press in 2009.

Our areas for improvement are in writing and our male population is underachieving our female population. We plan to address these issues by incorporating more Non-Fiction and high interest text for students to use.

Additional Information

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

Our staff is committed to the Professional Learning Community process and has a fully functional Data Room.

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.

Burt has a SIP Team that consists of 3 teachers and the principal. These teachers volunteered to serve on the committee and represent both upper and lower grades. This SIP committee gathered school data and analyzed it to bring patterns/gaps/successes to the attention of the entire staff. We had several staff meetings devoted to goal identification, strategy and activity development. All staff (including auxiliary staff) agreed to final goals, strategies, and activities. Our PTO meeting served as a forum to share staff's SIP plans and ask for parent input. The principal ensured that Title 1 parents were specifically asked for feedback as well. Community businesses assist us with planning and fundraising of learning initiatives.

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

SIP committee- three teachers who volunteered to do the initial data gathering and data analysis

All staff- all teachers and auxiliary staff. Created and agreed upon goals, strategies, and activities.

Parents- provided input into creation and agreed upon goals, strategies, and activities.

Community- local businesses provided input into creation and agreed upon goals, strategies, and activities. They also agreed to provide fundraising support for instructional materials.

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

Burt's final SIP will be posted on our school website. It will be included in our Annual Report. Our monthly PTO meetings will be venues to give updates on our progress on the goals. Fall conferences and Spring conferences are opportunities to communicate our SIP progress. Bi-weekly newsletters may be used to communicate progress as well.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

In the year, 2012-2013, our enrollment decreased resulting in the reduction of a teacher.

How do student enrollment trends affect staff recruitment?

With an African American student percentage of approximately 20%, we would like to see the recruitment of an African American teacher.

How do student enrollment trends affect budget?

With our enrollment decreasing, our budget has decreased accordingly. Title 1 needs remain strong and we use those funds accordingly.

How do student enrollment trends affect resource allocations?

With the loss of enrollment, our resource allocations have decreased. Burt's high at risk population ensures we are diligent in funding and creating systems to accelerate learning for our most at risk students.

How do student enrollment trends affect facility planning and maintenance?

Due to loss of enrollment at Burt, we have been able to utilize an empty classroom as a PLC Learning By Doing room.

How do student enrollment trends affect parent/guardian involvement?

Our high SES population has created a strain on the ability for parents to be involved as much as they would like at our school. Single parents find it difficult to come to night time meetings (though free childcare is provided) but are able to attend events at the school during the day.

How do student enrollment trends affect professional learning and/or public relations?

Due to our high SES population, Burt has a very strong system to provide intentional accelerated growth for reading to all at risk students. This intensive system is recognized by parents and is perceived as supportive and appreciated.

School Improvement Plan

William Austin Burt Elementary Sch

What are the challenges you noticed based on the student enrollment data?

Burt has a large gap between academic achievement of males and females in most areas.

What action(s) will be taken to address these challenges?

We see that males do not perform as well as females in most all areas. We will address this by providing non-fiction books and writing prompt topics to increase male engagement. In math, we will provide manipulatives/model building activities to increase male engagement.

What are the challenges you noticed based on student attendance?

Being an elementary school, students with attendance issues are at the mercy of their parent. Many attendance issues have to do with personal crisis/mental illness in a parent/family member's life.

What action(s) will be taken to address these challenges?

Our school works with our district attendance officer and community agencies to get support for the family and increase attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading- all areas.

Math- 3rd grade

Which content area(s) show a positive trend in performance?

In Burt's internal K-5 DRA scores, we continue to decrease the number of at risk students each spring on the K-5 continuum.

In which content area(s) is student achievement above the state targets of performance?

4th grade writing was above state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

We noticed that the top 30% of students in 3rd grade reading & math are females, in 4th grade we noticed that there were 0 level 1's in reading and math (all level 2's) and only 12 level ones in writing (which we beat state averages)., in 5th grade we noticed females did significantly better on reading than males but in math males did better than females.

What factors or causes contributed to improved student achievement?

We believe staff participating in Professional Learning Communities and Data Team work has made targeted instruction more common. Specific intervention plans and scheduled conversations and adjustments to plans are important factors as well.

How do you know the factors made a positive impact on student achievement?

During our quarterly Building Literacy Team meetings, all student scores are posted and reviewed in a systematic protocol. Staff looks for accelerated growth and adjusts plans if needed.

Which content area(s) indicate the lowest levels of student achievement?

3rd, 4th, 5th grade reading

3rd, 4th, 5th grade math

5th grade science

School Improvement Plan

William Austin Burt Elementary Sch

Which content area(s) show a negative trend in achievement?

Overtime, our scores bounce up and down and make it difficult to say there is a negative trend in one grade level or group of students over time.

In which content area(s) is student achievement below the state targets of performance?

3rd, 4th, 5th grade reading

3rd, 4th, 5th grade math

5th grade science

What trends do you notice among the bottom 30% of students in each content area?

Our biggest concern is the number of males across several areas that score significantly lower than females.

What factors or causes contributed to the decline in student achievement?

We have significant challenges with student behavior and parent partnerships with providing a school friendly home life.

How do you know the factors made a negative impact on student achievement?

Most struggling students have significant home situations that cause much distraction in behavior in the classroom.

What action(s) could be taken to address achievement challenges?

We have developed a strong Behavior Intervention program to give students a place to recover during the school day if they are having behavioral issues. This has allowed students to remain in school, the class to continue learning, and the child the opportunity to regroup and return to class.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Reading

Math

How do you know the achievement gap is closing?*

When looking at the data, there is 0 or only a few percentage point difference between SES and nonSES students. That is a huge shift from several years ago.

What other data support the findings?

When looking at the data, there is 0 or only a few percentage point difference between SES and nonSES students. That is a huge shift from several years ago.

What factors or causes contributed to the gap closing? (Internal and External)*

Our behavior system that is highly supportive and our extremely organized reading intervention system.

How do you know the factors made a positive impact on student achievement?

When looking at the data, there is 0 or only a few percentage point difference between SES and nonSES students. That is a huge shift from several years ago.

What actions could be taken to continue this positive trend?

We will continue to run our Behavior Intervention program and our readin intervention system.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Male

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Male

In what content areas is the achievement gap greater for these subgroups?*

Reading- 3rd, 4th, 5th

Math- 3rd

Writing- 4th

How do you know the achievement gap is becoming greater?*

Males have a higher gap than ever noticed in years past.

What other data support the findings?*

Our DRA data shows a slight trend of males being in our targeted assistance groups in grades 3, 4, 5.

What factors or causes contributed to the gap increasing? (Internal and External)*

We believe it may be the lack of Non-Fiction high interest text available and taught to males.

How do you know the factors lead to the gap increasing?*

Research shows that males are more highly motivated by non-fiction materials.

School Improvement Plan

William Austin Burt Elementary Sch

What actions could be taken to close the achievement gap for these students?*

We want to provide purposeful and intentional weekly exposure to non-fiction materials/processing techniques to give males more of an interest in reading/writing non ficiton.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have a subgroup of ELL.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We provide support to any child regardless of disabilities.

How are students designated 'at risk of failing' identified for support services?

Our Interventionists do DRA and Reading Recovery testing to determine the most need and services start from the most needy and go up.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Our ELL students have extended day instruction twice a week.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Students involved are contacted by the ELL instructor and offered the opportunity.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	9.0

School Improvement Plan

William Austin Burt Elementary Sch

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

A majority of the staff is young. They, of course, have many years of experience to gain and many hours of training ahead of them. Considering this factor, our scores are still very competitive with state levels.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	9.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	4.0

What impact might this data have on student achievement?

We do not believe that there is a relationship due to the low number and frequency of absences.

Perception Data - Students

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

They like school, they feel teachers like them, they feel we want them to succeed and help them succeed.

Which area(s) show a positive trend toward increasing student satisfaction?

We are working hard on making our school feel safe. This has increased over the years with our new behavior system.

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

11 students said we did not ask them what they think about the school.

Which area(s) show a trend toward decreasing student satisfaction?

Students not feeling like they get a say in what they think about the school.

What are possible causes for the patterns you have identified in student perception data?

We stopped having grade level representation for student council due to scheduling issues. Perhaps that was a piece that was more valuable than we realized.

What actions will be taken to improve student satisfaction in the lowest areas?

We will make options for students to express their concerns about the school to us.

Perception Data – Parents/Guardians

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

They feel their child is prepared for the next school year.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

They feel their child is prepared for the next school year.

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

Our school's governing body operates responsibly and functions effectively (meaning our school board).

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

With school closings in our district, dissatisfaction with the school board has grown in the last several years.

What are possible causes for the patterns you have identified in parent/guardian perception data?

With school closings in our district, dissatisfaction with the school board has grown in the last several years.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We will be sure to highlight the positive state the district is in due to the difficult decisions the school board has had to make recently in our school newsletter.

Perception Data – Teachers/Staff

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

Teachers feel they provide quality instruction and work well with each other.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

With our new PLC weekly time, teachers feel like they have a deeper understanding of what to teach, when, and if students are learning what they are teaching.

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

Communication from the school's leaders about initiatives and changes.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Communication to staff from leaders.

What are possible causes for the patterns you have identified in staff perception data?

Lots of new initiatives this year that caused lots of confusion. All were from Central Office and teachers became stressed as changes rolled out.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The district's Curriculum Department sets curriculum, units, etc. At the building level, we work hard to set time to process and integrate the changes into our curriculum in staff meetings and PLC time.

What evidence do you have to indicate the extent to which the standards are being implemented?

Units have CC listed in the summary. Teachers work hard to incorporate the CC into all curriculum areas to help with acquisition.

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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.waterford.k12.mi.us/burt	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-5 elementary. This is not applicable.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 Elementary School. This is not applicable.	

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Pugh Executive Director of Human Resources 501 North Cass Lake Road Waterford, MI 48328 248-682-7800	

School Improvement Plan

William Austin Burt Elementary Sch

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Burt Title 1 Parent Policy

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

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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: Needs Assessment

How was the comprehensive needs assessment conducted?

Burt gathered and looked at the 4 types of data. Perceptual data was gathered through surveys of parents, staff and students. Demographic data was gathered from our MISTAR system at the district level. Achievement data that was used consisted of MEAP and many local assessments such as DRA, district writing prompts, and pre/post tests. Contextual/Process data was gathered as we studied the ways in which we operate, meet and the systems we have in place to meet student needs. Parents are kept informed and involved in data results and decision making through PTO meetings and regularly scheduled parent meetings/events.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

Waterford School District has a viable curriculum that includes high standards and relevance for all students. The curriculum includes grade level units in all four content areas. These units of study are aligned to the Common Core State Standards and include assessments to inform high quality instruction and accountability. The district monitors and collects data relative to each student's learning on a timely basis. The district uses grade level scope and sequence documents, unit assessments, scoring guides, constructed response and performance tasks to show student progress toward grade level standards in each content area. District reading and writing data is collected and compiled within our district's On-line Resource for Curriculum and Assessment (O.R.C.A.) and then distributed to buildings for analysis purposes and to assist instructional leaders in creating building, grade and class profiles in October, February, and April. This needs assessment process is consistently used across the district to identify students by grade and content area who are failing or most at risk of failing to meet the state standards in each academic area.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Each building uses multiple sources of achievement data to identify those students who are failing or at risk of failing to meet the state core curriculum standards. The multiple sources include: MEAP, Common district assessments (DRA and Writing Prompt) and MLPP. The staff (building principal, classroom teacher and Title I Interventionist) use the district identified process and criteria to identify students with the greatest academic need. This process is consistent across grade levels and content areas. This data is collected and shared in various ways such as: data walls, grade level charts, excel charts, graphs etc. The Title I Interventionists may also use Observation Survey, MLPP and the Spelling Inventory (Behr, Invernizzi, Templeton) to ensure that students with the greatest academic need have been identified and timely assistance is provided to those who need it the most. The district criteria used to identify eligible Title I students includes all four core areas. The Title I teacher will meet with the building principal and classroom teacher to share the data and the process used to identify the eligible pool and those students that will be participating in the Title I program. Title I teachers also meet face to face with the parents of identified students to share the process used in selecting their children for Title I support and explain what services will be provided. The building level team will meet throughout the year to analyze the most recent data to determine which students should exit the program and which students should enter the program. These decisions are based on the level of proficiency of state and district assessments. This process begins in the spring as a part of the SI evaluation process and is revisited in the fall and winter of the following year.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

All preschool through grade 2 are selected for services based on our district criteria.

Component 2: Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Title I participating students are provided supplemental support in all four core academic areas as needed. Each Title I building has at least 1.5 FTE's who have the primary responsibility of providing research based, supplemental literacy support to eligible students. Each Title I Interventionist, along with the building principal, follows a consistent process to rank and identify those students who are the greatest academic need in reading /writing. The Title I Interventionists meet with participating students at least 3x a week for at least 30 minute each session. Title I Interventionists work with individuals one on one in Reading Recovery or in small groups. The intervention follows a two day instructional model that is structured and systematic, includes reading and writing and has a low teacher/student ratio. All Title I Interventionists have participated in year-long Reading Recovery training and monthly Continuing Contact professional learning to remain highly qualified in working with struggling learners. Resources and methodology used by Title I teachers are: high quality leveled text (fiction and nonfiction) Guided Reading Plus (Dorn) and Leveled Literacy Intervention (Fountas and Pinnell). In addition to this Title I support, each classroom teacher carves out a 30 minute block of time daily that they devote to intervention. This allows teachers a time to provide supplemental support in math, science, social studies, reading or writing to those students who have been identified as the greatest academic need. This block of time can be devoted to providing Title I students targeted instruction and independent application time in order to reach proficiency in curriculum standards. Teachers can use this time to meet with small groups or individuals to revisit and review previously learned concepts or preview and frontload upcoming academic language or concepts. Classroom teachers use multi-level, multi-content Science and Social Studies books as well as graphic organizers to scaffold learning for students who are identified as the greatest academic need in these area. All Title I buildings are allowed to invite 6 students (4 ELA and 2 Math) at each grade level to participated in a Title I extended year program. This program provides extended learning in reading, writing and math. Each grade level functions as a Professional Learning Community and is provided a weekly collaborative time to analyze their grade level data. Each Title I teacher selects and participates in a grade level team. The district has trained all staff in the data team process (Lead and Learn) to ensure that all grade level teams follow a consistent routine in compiling, analyzing and using data to develop instructional plans. These instructional plans address how students, including those participating in Title I programs, who are not yet proficient will receive additional assistance within their core program using research based instructional strategies to close the gap.

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

Title I staff is an integral part of the SI planning process. Staff meets at least once a month to reflect on the SI plan and revise as needed.

Title I services are embedded into building level SI strategies and activities.

Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

All Title I participating students are engaged in the same high-quality classroom instruction as their classmates, although their teachers differentiate the content by providing extra time, adapting the methods and the level of intensity. Waterford School District offers a multi-layered intervention system that uses data to identify students at risk, determines the appropriate supplemental intervention and monitors the academic progress of students toward established standards.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Burt's plan utilizes highly qualified teachers to provide additional targeted instruction for eligible students. This academic support is supplemental to classroom instruction, compliments core curriculum and is supported by research in best practices. Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M. . Research (www.bestevidence.org) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. The district allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to closing/eliminating the achievement gap by the end of third grade (www.whatworks.ed.gov). The district also provides resources and opportunities to participate in a summer reading program and extended year programming (McGill-Franzen & Allington, R.L. (2001,2003).

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Title I Interventionists extend and supplement learning opportunities by using a combination of in class or out of class instruction depending on the student's instructional goals. The intent for supplemental support is that it provides more minutes of learning rather than altering minutes of instruction without interfering with their normal instruction. For those first grade students who are the furthest from the expected benchmark, the district offers Reading Recovery, a highly individualized intervention. For those students who continue to struggle beyond first grade, the district offers ongoing support through weekly small group instruction. Both of these methods remove the students from their core instruction for a short period of time daily. They are also based on the research of effective instruction (explicit and systematic instruction, guided practice, corrective feedback and frequent cumulative review) and delivered by a highly qualified teacher who has been trained as a diagnostician and can adjust and revise instruction based on formative/summative data. Research (www.bestevidence.org) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. The district allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to

School Improvement Plan

William Austin Burt Elementary Sch

closing/eliminating the achievement gap by the end of third grade (www.whatworks.ed.gov). The district also provides resources and opportunities to participate in a summer reading program and extended year programming (McGill-Franzen & Allington, R.L. (2001,2003).

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

Waterford School District allocates and coordinates state and federal resources to provide a comprehensive support model that compliments core instruction and extends learning opportunities for Title I participating students. The district's Title I plan is grounded in the research that struggling readers need consistent instruction across classroom and supplemental programs. The classroom teacher and the Title I interventionist collaborate regularly to ensure that there is transfer between the two programs. If transfer is not occurring, the teachers examine instructional factors (text levels, scale of help, size of group etc.) that could be interfere or impact student learning. Information is shared through personalized intervention plans that are developed collaboratively. The classroom teachers, Title I Interventionist, Special Education Teachers and ESL staff work together so that the participating Title I students experience coherent instruction.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

In the spring, Waterford hosts a district Kindergarten Orientation where preschool families are invited in to learn about Kindergarten expectations, instructional practices, and routines. Parents receive a packet of information that provides key details about how to support academic and social readiness for Kindergarten. This information may include: a daily Summer Countdown Calendar of activities, letter and number formation, and early reading strategies. Other pertinent school information such as lunch, transportation, and immunization requirements is also included. In May, incoming Kindergarten students are invited to visit each building. During this time, teachers meet with students individually to administer assessments that will help determine instructional and social needs, and assist with proper classroom placement. Students are given a school tour with their parents. The Waterford School District's Stepanski Early Childhood Center provides on-going professional activities for early childhood staff. The center assists with the transfer of preschool student data to the schools where the students will attend Kindergarten. In the spring, meetings between preschool and Kindergarten staff are conducted to ensure smooth transitions for at-risk and special needs students.

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Burt does not use instructional paraprofessionals.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All Elementary Teachers and Title I Interventionists are highly qualified and meet NCLB requirements.

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

All Title I Interventionists are provided with 3 district level professional learning opportunities that focus on best practice in working with struggling learners. These meetings are facilitated by the Title I Coordinator. In addition to these district sessions, they all attend monthly Continuing Contact sessions, a two day Institute and one peer observation as a part of their ongoing professional learning as trained Reading Recovery teachers. These meetings are facilitated by a University Teacher Leader for Reading Recovery. Many of the ELL learners in these buildings also participate in the programming offered through Title I funding.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Burt Title 1 parents receive a one on one conference with the Interventionist working with their child. Books and a detailed flip chart are provided to educate parents on how to continue working with concepts learned at school at home. A spring conference is also held by the classroom teacher to update parents on student levels and assist with ways to help at home. Classroom newsletters sent home bi-weekly also are full of helpful hints and examples for parents. The Waterford School District provides many opportunities for teachers to attend PD after school as well as support during daytime workshops.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

Burt Title 1 parents are informed of Burt MEAP data and other academic data at PTO meetings regularly through out the school year. Our Data Room is also explained and parents learn of the staff's thoughts on next steps. Parents can provide input and suggest ideas. Title 1 parents are also given a year end survey where they suggest improvements for us to consider when we write our next year's goals.

How were parents involved in the implementation of the Targeted Assistance program plan?

Parents of eligible Title 1 students are immediately notified that their child will be receiving services. A strong home/school connection is established with the sharing of books from school to home is part of the program. If there is a breakdown of homework completion, a call is made home to ensure full understanding and the completion of the homework partnership. Parents are always encouraged to ask questions and talk with the Interventionists.

How were parents involved in the evaluation of the Targeted Assistance program plan?

In the spring (March/April), the district invites all Title I parents to attend an annual Title I meeting. This meeting is intended to spotlight celebrations of the program and elicit feedback from parents about ways to improve Title I programming. After this meeting, the principal will meet with the Title I team (Building Principal, First-Third grade teachers, Title I Interventionist and a Parent Representative) to analyze feedback and use it to guide the continuous SI process. The SI plan, including the Title I Targeted Assistance Plan will be completed by June 7th.

How will the parent involvement activities be evaluated?

The parent involvement activities will be evaluated by surveys.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.

During our fall conferences, Title 1 parents at Burt will meet with the Interventionists to explain the program and provide a flip book and materials that will assist parents in providing support for their children at home. An overview of the Title 1 funding as well as state Common Core expectations are explained. PTO meetings are monthly times where Burt's programming is discussed and opportunities for parent involvement are given. Spring conferences also provide a time for Title 1 parents to learn how to assist their students at home from conferences held with the classroom teacher and Interventionist.

School Improvement Plan

William Austin Burt Elementary Sch

How will the results of the evaluation be used to improve the plan?

Our Title 1 team (Interventionists, principal, teachers, and Special Ed staff) meet to look over the parent surveys and discuss the effectiveness of the program based on data results. Parent suggestions and group ideas are discussed and implemented if a positive change is expected.

How was the school-parent compact developed?

The district's Title I team personalized the district's compact and provided it for all families at Meet and Greet, curriculum night and parent teacher conferences.

How is the parent compact used at elementary-level parent teacher conferences?

The compact is introduced to all parents during a meeting with all Title I Targeted Parents and will be used annually with all students and parents at Parent-Teacher conferences in November.

What is the plan to provide individual student academic assessment results in a language parents can understand?

The district has access to resources to assist parents who speak another language to ensure information is provided in a language that parents can understand. This includes access to an interpreter if needed.

Component 9 Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Each grade level team meets at least once a marking period with the Title I Interventionist to analyze data, monitor Title I student achievement and plan instruction for Title I students. Assessment tools used are: DRA, running records, writing samples, Observation Survey tasks and a spelling inventory.

How is the Targeted Assistance program revised to meet the needs of eligible students?

All Title I Interventionists and classroom teachers have been trained in how to administer and analyze running records, how to administer and analyze digging deeper tasks and collaborative scoring using a 4 point rubric as well as how to adjust instruction to meet the individual needs of each student.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Building teams use a consistent protocol to ensure that there is regular diagnostic data discourse. These discussions go beyond just reporting data and focus on changing the adult behavior needed to increase student achievement.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Burt sends home a parent survey specifically to the parents of students who received targeted assistance. Parents are able to report the progress their child made, if the materials provided throughout the year were useful to them, and any other concerns/suggestions they have for the future. Staff meets and reviews the feedback and makes changes to the program set up accordingly.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Since Burt's main focus of targeted assistance is in the area of reading, Burt looks at MEAP scores each year as well as looks for growth with the multiple DRA tests given to each child through out the school year. Burt is expecting and looking for accelerated growth in the targeted children. We meet at least quarterly to ensure that is happening and adjust instruction if it is not.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

Burt uses DRA data that is displayed in our school's DATA ROOM. The interventionist and the classroom teacher created a shared intervention plans. It's implementation fidelity is monitored and progress of the student is monitored weekly.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?

Burt has quarterly Building Literacy Team meetings that are times to look at individual student data, create targeted and shared intervention plans, and monitor the fidelity of the plans. If there are any issues with lack of growth, the team writes a new intervention plan and adjusts instruction accordingly.

Reading, Writing, & Math Goal for 2013-2014 for Burt Elementary

Overview

Plan Name

Reading, Writing, & Math Goal for 2013-2014 for Burt Elementary

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve reading comprehension skills.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$204000
2	All students will improve writing skills across the curriculum.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$500
3	All students will improve real world problem solving skills.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$500

Goal 1: All students will improve reading comprehension skills.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in Reading MEAP scores in English Language Arts by 10/31/2014 as measured by student growth in MEAP scores.

(shared) Strategy 1:

Reader's Workshop - Teachers will effectively follow the Reader's Workshop model of mini-lessons, guided readings, partnerships, and conferring to deliver core reading instruction. Students will be reading texts that are at their independent level and instructed in text at their instructional level.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Activity - Non Fiction Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively instruct students on how to read Non-Fiction texts, comparing and contrasting information from multiple sources. High interest text will be selected for all students, however, particular attention will be given to male students in order to increase achievement success.	Direct Instruction	05/02/2013	05/22/2014	\$2500	General Fund, Title I Part A	All K-5 teachers, Special Ed staff, and Interventionists.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn,. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers, all Special Ed teachers, and Interventionists.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Reading Groups according to their DRA reading levels. If students are behind, specific intervention plans will be written for groups of 1-3 students and students will be met with at least 2 times a day with the intervention plans. Some students will be met with 3 times a day from Interventionist support. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$201000	Title I Part A, General Fund	All K-5 teachers, all Special Ed teachers, and interventionists.

Measurable Objective 2:

A 10% increase of Male students will demonstrate a proficiency in Reading MEAP scores in English Language Arts by 10/31/2014 as measured by the male subgroup on Reading MEAP..

School Improvement Plan

William Austin Burt Elementary Sch

(shared) Strategy 1:

Reader's Workshop - Teachers will effectively follow the Reader's Workshop model of mini-lessons, guided readings, partnerships, and conferring to deliver core reading instruction. Students will be reading texts that are at their independent level and instructed in text at their instructional level.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Activity - Non Fiction Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively instruct students on how to read Non-Fiction texts, comparing and contrasting information from multiple sources. High interest text will be selected for all students, however, particular attention will be given to male students in order to increase achievement success.	Direct Instruction	05/02/2013	05/22/2014	\$2500	General Fund, Title I Part A	All K-5 teachers, Special Ed staff, and Interventionists.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn,. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers, all Special Ed teachers, and Interventionists.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Reading Groups according to their DRA reading levels. If students are behind, specific intervention plans will be written for groups of 1-3 students and students will be met with at least 2 times a day with the intervention plans. Some students will be met with 3 times a day from Interventionist support. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$201000	Title I Part A, General Fund	All K-5 teachers, all Special Ed teachers, and interventionists.

Goal 2: All students will improve writing skills across the curriculum.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on MEAP writing. in English Language Arts by 10/31/2014 as measured by 4th grade MEAP writing scores..

(shared) Strategy 1:

Writer's Workshop - Teachers will effectively follow the Writer's Workshop model of mini-lessons, guided groups, and conferring to deliver core writing instruction.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

School Improvement Plan

William Austin Burt Elementary Sch

Activity - Non Fiction Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively teach compare and contrast writing strategies to students. Students will learn to use multiple text to write compare and contrast pieces. Students will learn organizational strategies to plan and produce their writing pieces. High interest topics will be selected for all students, however, particular attention will be given to male students in order to increase achievement success	Direct Instruction	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers, all Special Ed teachers, and interventionist s.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers, all Special Ed staff, and Interventionist s.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Writing Groups. If students are behind, specific intervention plans will be written for groups. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

Measurable Objective 2:

A 10% increase of Male students will demonstrate a proficiency in Writing MEAP scores. in English Language Arts by 10/31/2014 as measured by MEAP Writing..

(shared) Strategy 1:

Writer's Workshop - Teachers will effectively follow the Writer's Workshop model of mini-lessons, guided groups, and conferring to deliver core writing instruction.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Activity - Non Fiction Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively teach compare and contrast writing strategies to students. Students will learn to use multiple text to write compare and contrast pieces. Students will learn organizational strategies to plan and produce their writing pieces. High interest topics will be selected for all students, however, particular attention will be given to male students in order to increase achievement success	Direct Instruction	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers, all Special Ed teachers, and interventionist s.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

William Austin Burt Elementary Sch

Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers, all Special Ed staff, and Interventionists.
Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Writing Groups. If students are behind, specific intervention plans will be written for groups. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

Goal 3: All students will improve real world problem solving skills.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on MEAP math. in Mathematics by 10/31/2014 as measured by MEAP Math.

(shared) Strategy 1:

Math Workshop - Teachers will effectively instruct following the district Math Model to deliver core math instruction. Teachers will incorporate the Math Practices into all math activities in the classroom.

Research Cited: S. Zemelman, H. Daniels, & A. Hyde, Best Practices: New Standards for Teaching and Learning in America's Schools, 1998

Activity - Using Manipulatives to Represent Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively instruct students to use manipulatives to help them figure out concepts and alternative ways to represent mathematical thinking. High interest problems will be selected for all students, however, particular attention will be given to male students in grade 3 and female students in grades 4 & 5 in order to increase achievement success.	Direct Instruction	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers and Special Education staff.
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

School Improvement Plan

William Austin Burt Elementary Sch

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Math groups. If students are behind, specific intervention plans will be written for groups of students. If students are ahead, extension opportunities will be created.	Academic Support Program	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

Measurable Objective 2:

A 10% increase of Male students will demonstrate a proficiency on MEAP Math in Mathematics by 10/31/2014 as measured by MEAP Math.

(shared) Strategy 1:

Math Workshop - Teachers will effectively instruct following the district Math Model to deliver core math instruction. Teachers will incorporate the Math Practices into all math activities in the classroom.

Research Cited: S. Zemelman, H. Daniels, & A. Hyde, Best Practices: New Standards for Teaching and Learning in America's Schools, 1998

Activity - Using Manipulatives to Represent Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively instruct students to use manipulatives to help them figure out concepts and alternative ways to represent mathematical thinking. High interest problems will be selected for all students, however, particular attention will be given to male students in grade 3 and female students in grades 4 & 5 in order to increase achievement success.	Direct Instruction	04/18/2013	05/22/2014	\$500	General Fund	All K-5 teachers and Special Education staff.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data determines the need, students will be strategically placed in Math groups. If students are behind, specific intervention plans will be written for groups of students. If students are ahead, extension opportunities will be created.	Academic Support Program	04/18/2013	05/22/2014	\$0	No Funding Required	All K-5 teachers and Special Education teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Instruction	After PLC Data determines the need, students will be strategically placed in Writing Groups. If students are behind, specific intervention plans will be written for groups. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$0	All K-5 teachers and Special Education teachers.
Professional Learning Communities	Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	All K-5 teachers and Special Education teachers.
Professional Learning Communities	Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$0	All K-5 teachers, all Special Ed staff, and Interventionists.
Targeted Instruction	After PLC Data determines the need, students will be strategically placed in Math groups. If students are behind, specific intervention plans will be written for groups of students. If students are ahead, extension opportunities will be created.	Academic Support Program	04/18/2013	05/22/2014	\$0	All K-5 teachers and Special Education teachers.
Total					\$0	

Title I Part A

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

William Austin Burt Elementary Sch

Targeted Instruction	After PLC Data determines the need, students will be strategically placed in Reading Groups according to their DRA reading levels. If students are behind, specific intervention plans will be written for groups of 1-3 students and students will be met with at least 2 times a day with the intervention plans. Some students will be met with 3 times a day from Interventionist support. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$200000	All K-5 teachers, all Special Ed teachers, and interventionists.
Non Fiction Reading	Teachers will effectively instruct students on how to read Non-Fiction texts, comparing and contrasting information from multiple sources. High interest text will be selected for all students, however, particular attention will be given to male students in order to increase achievement success.	Direct Instruction	05/02/2013	05/22/2014	\$1000	All K-5 teachers, Special Ed staff, and Interventionist s.
Total					\$201000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Using Manipulatives to Represent Learning	Teachers will effectively instruct students to use manipulatives to help them figure out concepts and alternative ways to represent mathematical thinking. High interest problems will be selected for all students, however, particular attention will be given to male students in grade 3 and female students in grades 4 & 5 in order to increase achievement success.	Direct Instruction	04/18/2013	05/22/2014	\$500	All K-5 teachers and Special Education staff.
Professional Learning Communities	Teachers will engage in the Data Team Cycle to promote their PLC groups. The cycle will assist teachers in frequently assessing what students need to learn,. Teachers will create common formatives to check for student learning, adjust instruction if needed, create interventions for students needing additional help, and create extension opportunities for students who have already mastered the material.	Professional Learning	04/18/2013	05/22/2014	\$500	All K-5 teachers, all Special Ed teachers, and Interventionist s.
Non Fiction Reading	Teachers will effectively instruct students on how to read Non-Fiction texts, comparing and contrasting information from multiple sources. High interest text will be selected for all students, however, particular attention will be given to male students in order to increase achievement success.	Direct Instruction	05/02/2013	05/22/2014	\$1500	All K-5 teachers, Special Ed staff, and Interventionist s.
Non Fiction Writing	Teachers will effectively teach compare and contrast writing strategies to students. Students will learn to use multiple text to write compare and contrast pieces. Students will learn organizational strategies to plan and produce their writing pieces. High interest topics will be selected for all students, however, particular attention will be given to male students in order to increase achievement success	Direct Instruction	04/18/2013	05/22/2014	\$500	All K-5 teachers, all Special Ed teachers, and interventionist s.

School Improvement Plan

William Austin Burt Elementary Sch

Targeted Instruction	After PLC Data determines the need, students will be strategically placed in Reading Groups according to their DRA reading levels. If students are behind, specific intervention plans will be written for groups of 1-3 students and students will be met with at least 2 times a day with the intervention plans. Some students will be met with 3 times a day from Interventionist support. If students are ahead, extension lessons will be created and implemented during conferring time with teacher.	Academic Support Program	04/18/2013	05/22/2014	\$1000	All K-5 teachers, all Special Ed teachers, and interventionists.
Total					\$4000	