



School Improvement Plan

Symons Elementary School

Milan Area Schools

Mr. William Wright, Principal
432 S. Platt Road
Milan, MI 48160

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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?

Clayton H. Symons Elementary School (Symons Elementary School) is a 3-5 grade upper elementary school located at 432 W. Platt Road in Milan, Michigan. There are 457 students enrolled in Symons. Our population consists of 86% White, 5% American Indian or Alaskan native, 4% Black or African American, 3% Hispanic or Latino, and less than 1% each of Asian American and Native Hawaiian or Other Pacific Islander, and Unclassified.

Symons Elementary School's enrollment trend has been decreasing which in turn is decreasing our state funding. This year, we decreased the number of sections at each grade level to five sections. We expect our enrollment to stay flat next year and our budget to be balanced. We currently have approximately 33% of our student population receiving free and reduced lunch.

School's Purpose

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

Vision Statement

Milan Area Schools: Founded on Tradition - Focused on Excellence

Mission Statement

Milan Area Schools is a community committed to achieving academic excellence for all learners through research, collaboration, and continuous improvement.

Belief Statements:

We believe in...

- providing a safe and orderly environment that contributes to successful learning.
- implementing sound instructional strategies that are based on research, best practice, and evaluation.
- offering real world, 21st century experiences that make learning relevant.
- supporting quality teaching through continuous professional development.
- fostering a positive school culture through shared leadership and high expectations.
- allocating resources to enhance curriculum, instruction, and assessment.
- honoring the traditions of our community by collaborating with all stakeholders to maximize student learning

Symons Elementary School Guiding Principles

Symons is a community that fosters mutual respect and trust, a school where every person is valued. Symons emphasizes the joy of learning with the exchange of thoughts and ideas in a safe, orderly and caring environment.

Symons' curriculum is guided by high expectations for all students and derived from the essential skills and concepts necessary for full participation in a democratic society. The curriculum is rigorous, defined sequentially from grade to grade, and implemented consistently by all teachers.

Instructional practices at Symons are designed to help each student become a successful learner. Teachers meet this goal by supporting every student in assuming responsibility for his/her own learning and employing a wide variety of instructional strategies.

Assessments are used to measure, monitor, and communicate each student's progress toward mastery of essential skills and concepts.

Learning expectations are clear to both students and parents and progress is reported in an appropriate, honest and timely manner.

Teachers at Symons use a wide variety of assessments to shape instruction and to meet the needs of individual students.

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.

In the last three years Symons has:

Implemented the new reading and writing curricula that follow a workshop model, reading intervention, math intervention, updated the math curriculum, updated the reading curriculum and implemented a research based word study program. The reading intervention program has been updated to allow better assessment of students' reading strengths and weaknesses and more freedom to tailor instruction to their needs. We have attempted to increase stakeholder involvement through the development of a PTO, though parent participation is still low. We have increased teacher leadership through the professional learning community model (PLC) and used PLCs to support and develop the school improvement plan goals. Symons has shown growth in reading scores on the MEAP and significant growth in our math scores on the MEAP. Our local assessments (NWEA, benchmark assessments, unit assessments, and running records) also demonstrate growth. Symons continues a tier two math intervention program that takes place outside of the regular school day. This program provides intense math intervention. Another math intervention has been developed and that program takes place during the school day. This intervention is provided to at risk students. Symons has implemented a summer at-risk program to assist students in the transition from one grade level to another. The program also provides intense interventions in the areas of reading and math.

Additional Information

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

Symons elementary school has identified summer reading loss as a community problem and has implemented strategies to close the gap of the summer reading loss. We will continue a summer school program called "Transitions in Learning" that will assist our most at-risk identified students at each grade level 1-6. These students will receive intensive interventions in the areas of reading and math. We will continue stake holder support with our MILAN READS! initiative. MILAN READS! is a community based literacy initiative aimed to mitigate summer reading loss and improve literacy through community wide intervention. Its purpose is to make books available to children throughout the Milan area wherever they are. Milan Area School's fall data shows that reading test scores are far below where students were when they ended their previous school year. Summer loss is typical for most students but Milan students exceed the national norm for summer reading loss. Because of this, our schools and children spend precious time and resources on remediation. We placed "mini libraries" throughout our community so that children have opportunities to read anywhere this summer. We have also secured funding to have our school libraries open to the public throughout the summer months as well. The schools and the public library are working together throughout the summer to encourage and support summer reading.

This summer, we are adding an additional reading program. All Symons students will finish the school year with two books to read over the summer. These books will be given to students prior to the conclusion of the year. They will participate in online books groups using a website called KidBlog. Teachers and staff will help facilitate these discussions.

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.

Every year, all schools in Milan Area Schools participate in an internal review process. Board members, teachers, and administrators form the internal review team. Teams were created by central office administrators to reflect a variety of perspectives and viewpoints. The internal review committee provided feedback to Symons. In addition, input was sought from various stakeholders including parents, students, and staff members through surveys. These surveys as well as the feedback from the internal review team were used to help shape the school improvement plan.

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

The school improvement plan was developed primarily by the Symons staff. Two teachers served as school improvement co-chairs. They worked with leaders of each of the building based professional learning communities (PLCs) and the building principal to help shape school improvement plan. All staff members helped review goals, objectives, strategies, and activities from the prior year's school improvement plan and make suggestions for next year's plan. The plan was finalized by the building principal, school improvement co-chairs, and the building based PLCs. Input from other stakeholders such as parents, students, board members, and the community was gathered through our internal review process as well as through surveys that were distributed in April.

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

The school improvement plan was reviewed by the staff at the beginning of the year. It served as the document that shaped building-wide professional development and activities. There was a change in leadership this year which affected the direction of the school improvement plan. The plan will mostly remain in tact as we progress toward next year with some minor adjustments to last year's plan. We have added additional goals in science and social studies as well. As we enter next year, this document will dictate the direction we move in our efforts to improve student learning in all academic areas.

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?

For the past few years, enrollment has been dropping. Last year, Symons reduced one classroom per grade level. For the 2014-2015 school-year, we expect enrollment to stay flat. There is no need to move staff to new assignments as a result of changes in student enrollment.

How do student enrollment trends affect staff recruitment?

There is no need for staff recruitment as a result of student enrollment trends.

How do student enrollment trends affect budget?

During the 2013-2014 school-year, our budget decreased as a result of student enrollment. For the 2014-2015 school-year, we are projecting enrollment to stay flat and as a result, we are projecting a balanced budget.

How do student enrollment trends affect resource allocations?

Resource allocations will remain the same for the 2014-2015 school-year as they were for the 2013-2014 school-year.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends will not affect our maintenance staff. We have no plans to change facilities as a result of student enrollment.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement remained the same for the 2014-2015 school-year and we project similar parent involvement next year.

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

Student enrollment affects our budget and the amount of money we have available for professional learning. For the 2014-2015 school-year, we are planning to have the same budget for professional learning. We have allocating some money as a district for an advertising campaign to recruit more school-of-choice families.

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

Challenges based on student enrollment data include decreased budget, higher class sizes, less staff and underutilized facilities.

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

We will continue to be as efficient as possible with less funding. We will implement models of professional development that provide us the most growth with the least amount of cost.

What are the challenges you noticed based on student attendance?

We have many children who miss a significant amount of school. Time lost in school affects student achievement because these students receive less instructional time.

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

This year, we began implementing a consistent attendance policy throughout the district. Parents were informed of excessive absences when students reached eight days absent. They were asked to meet with the building principal when the student was absent for twelve or more days. The family's name was referred to the county truancy officer when the student missed twenty or more days.

Student Achievement Data for All Students

This area includes data questions.

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

Reading

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

Reading, Math, and Writing

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

We are above the state average in reading for all grade levels except fifth grade. We tied the state average for reading at fifth grade. We are above the state average for all grade levels in math. Our fifth grade science scores are above the state average and our sixth grade social studies scores tied the state average.

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

Using NWEA data, our top 30% improved an average of 10.9 points in math and an average of 3.7 in reading. This group is growing slower than our bottom 30% and our middle 40%.

What factors or causes contributed to improved student achievement?

Over the past few years, there has been an increased focus on ensuring common implementation of the reading, writing, and math curricula. Common assessments are used and when they were not available, we developed them. Professional learning and collaboration has become an important aspect of our school. A focus on data has allowed teachers to identify struggling students and provide support. Data has also allowed us to identify students who need intervention in the areas of math and reading.

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

Tests scores began to improve as we implemented these initiatives and efforts.

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

Science and Social Studies

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

Science and social studies scores have been somewhat erratic over the past four years. Some years we see positive trends and some years we see negative trends. From the 2012-2013 school year to this year, we saw slightly positive trends in both science and social studies.

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

Science and Social Studies

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

Using NWEA data, our bottom 30% increased an average of 14.4 points in math and 11.3 points in reading. This group of students demonstrates the fastest rate of growth compared to the middle 40% and the top 30%.

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

We did not experience any declines in student achievement this year, though our science and social studies scores are still low. We attribute these low scores to our focus on reading, writing and math over the past few years.

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

Our focus on reading, writing, and math has led to increases in student achievement. Our lack of focus on science and social studies has left our scores to stagnate.

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

We are adding science and social studies goals to our school improvement plan this year.

Subgroup Student Achievement

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

Response:

- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

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

Response:

- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

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

From the 2008-2009 school year through 2012-2013, we have seen positive growth for each sub-group at each grade level with the exception of:

1. Our fourth grade girls in the area of reading. Their achievement has remained flat over this time period, though they still outperform our baseline group.
2. Our sixth grade boys in the area of mathematics. Their average scores have fallen by 0.7 points. However, in terms of proficiency, this sixth grade boys had 44% proficient in 2008-2009 and in the 2012-2014, 48% of the sixth grader boys were proficient.
3. Our sixth grade economically disadvantaged students fell from an average score of 618.3 to an average scores of 614.7. However, in terms of proficiency, these same students went from 24% proficient to 29% proficient.

How do you know the achievement gap is closing?*

We analyzed MEAP data.

What other data support the findings?

NWEA data

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

1. Increased focus on intervention for struggling readers and struggling math students.
2. Improved systems to identify struggling learners in order to provide intervention.
3. Better use of assessment data, particularly in the area of reading, to pinpoint students' exact struggles.
4. Increased collaboration among teachers.
5. A focus on fidelity to the Everyday Math curriculum.

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

As we implemented new programs and efforts, we saw growth in academic achievement.

What actions could be taken to continue this positive trend?

Continue with the supports and program we put in place. Add a focus on science and social studies to build students vocabulary and background knowledge as well as boost their achievement in these content areas.

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

Response:

- None

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

Response:

- Economically Disadvantaged

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

Our economically disadvantaged students are more likely to score a three or a four on the MEAP tests in the content areas of science and social studies. We saw our most significant achievement gap in these two content areas.

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

Analysis of MEAP data.

What other data support the findings?*

We don't have other assessment data for science and social studies. Part of next year's plan includes activities to develop assessments to monitor student progress in science and social studies.

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

A focus on math, reading, and writing has pushed science and social studies to the side. As a staff, we need to recommit to teaching these important content areas.

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

Students can't learn what they're not taught. An over-focus on reading, writing, and math has meant students receive less science and social studies instruction. We believe our economically disadvantaged students don't have the same access to knowledge building experiences such as enriching summer camps or trips to museums. This lack of access means they have less access to experiences that build content knowledge. By neglecting science and social studies in the classroom, we are increasing the gap.

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

Focus on implementing excellent science and social studies instruction in the classroom.

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

Our population of ELL students is very small. However, their achievement is lower compared to the school aggregate.

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.)?

Appropriate interventions are considered for all students. Multiple pieces of data are used to identify students for programs such as reading support and math support.

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

We use a worksheet with the qualifying factors for at-risk designation and review each student's information to see if they qualify. We also use multiple sources of data to calculate z-scores and rank the score from lowest to highest. Students with the lowest scores are given priority access to programs.

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

Symons has intervention for reading and math. We offer a morning math program. We also have a summer schools program in August called Transitions.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	15.0

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

Letters are sent home with students who qualify for intervention. All students receive flyers for after school classes and opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	25.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	6.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	7.0

What impact might this data have on student achievement?

More experienced teachers may have more strategies and tools to utilize when working with students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	73.0

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Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	447.0

What impact might this data have on student achievement?

Students who do not have their classroom teacher in class may not be as engaged and the learning may be interrupted for the day.

Perception Data - Students

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

Students' responses on the survey indicate the highest levels of satisfaction for indicator 4.5 and indicator 5.4 on our internal self assessment document. These indicators read:

4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

We did not do the surveys last year, so we do not have any trend data.

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

Indicator 5.1 was the lowest score on the student survey. It reads:

5.1 The school establishes and maintains a clearly defined student assessment system.

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

We did not do the surveys last year, so we do not have any trend data.

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

Students are assessed regularly to determine growth. However, students may not be aware of the purpose of and/or the criteria for these assessments.

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

We need to communicate the purpose of assessment to students in ways that are more clear.

Perception Data – Parents/Guardians

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

By far, parents/guardians reported the highest level of satisfaction for indicator 4.3. It reads:

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

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

We did not do the surveys last year, so we do not have any trend data.

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

Parents reported the lowest level of satisfaction for indicator 3.12. This indicator reads:

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

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

We did not do the surveys last year, so we do not have any trend data.

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

We need to do a better job at communicating the types of support services that are available and who has access to them.

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

Increased parent communication will improve parents' understanding of the support services that are available.

Perception Data – Teachers/Staff

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

Teachers' responses on the survey indicate the highest levels of satisfaction for indicator 1.3 and indicator 4.1 on our internal self assessment document. These indicators read:

1.3 The school's leadership implements a continuous improvement process that provides a clear direction for improving student learning.

4.1 Qualified professional and support staff are sufficient in the number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

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

We did not do the surveys last year, so we do not have any trend data.

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

Indicator 3.7 was the lowest score on the student survey. It reads:

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

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

We did not do the surveys last year, so we do not have any trend data.

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

We do not have a mentoring program which is why staff reports such low levels of satisfaction with this indicator.

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.

Decisions about curriculum, instruction and assessment are made collaboratively between teachers and administrators. Day-to-day instructional decisions are made by teachers. Teams of teachers and administrators make curricular decisions.

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

We have aligned our reading and writing curricula to the Common Core State Standards through the use of the MAISA units. We will complete our alignment with the math standards when Everyday Math releases its newest version of the curriculum. We are waiting for the adoption of the Next Generation Science Standards before we make any curricular decisions with science. However, will be examining the science and engineering practices next year to begin incorporating these standards into our daily instruction.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	MEAP NWEA Benchmark assessments for reading Common writing assessments Common unit math tests (Everyday Math)	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.milanareaschools.org/pdf/AER_SYM_REP_13-14.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

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

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

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Peter Kudlak Assistant Superintendent 100 Big Red Drive Milan, MI 48160 734-439-5050	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

2014-2015 School Improvement Plan

Overview

Plan Name

2014-2015 School Improvement Plan

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	Improving Student Achievement in Reading.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$163500
2	Improving Student Achievement in Math	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$17500
3	Improving Student Achievement in Writing	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$20050
4	Improve Student Achievement in Science	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1500
5	Improve Student Achievement in Social Studies	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1500

Goal 1: Improving Student Achievement in Reading.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in meeting the grade level benchmark in English Language Arts by 06/01/2015 as measured by state assessments.

Strategy 1:

Continue Readers and Writers Workshop - Sound evidence based, quality tier one instruction. Instruction is consistent and implemented with fidelity.

Research Cited: Lucy Calkins

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time for professional learning activities such as lit cycles, instructional rounds, and/or to review data.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$1500	Title II Part A	A team of teachers will be determined based on interest. The team selected will be responsible for reading the text and organizing and implementing the instructional rounds. Literacy teachers will oversee, support and facilitate the process.

Strategy 2:

Continuation of Word Study Program - Teachers will continue to implement the Words Their Way word study program.

Research Cited: Dr. Bear

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Tier: Tier 1

Activity - Words Their Way training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development time will be allotted to learn how implement the curriculum and assessments related to the program	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$0	No Funding Required	Melissa Reeves and Tonya Saragoza

Strategy 3:

Use of formative and summative data to inform instruction - We will use data days and team meetings to analyze data, plan instruction, and determine growth.

Tier: Tier 1

Activity - Data Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time is given to teachers so that they can review data	Professional Learning			09/09/2013	05/01/2014	\$1500	Title II Part A	Literacy staff and administration

Activity - Administering Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given half a day per trimester to administer reading benchmark assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2015	\$2500	General Fund	Will Wright

Strategy 4:

Lexia - Classroom teachers will use assessment data to identify students with weaknesses in the area of phonics. They will create times during the day for students to log in and use the Lexia program.

Tier: Tier 1

Activity - Monitor Implementation of Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress on the Lexia program and utilize the intervention activities generated in Lexia.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$8000	Section 31a	Classroom teachers

Strategy 5:

Reading Intervention - Targeted reading support will be provided to struggling readers. Students will be identified based on their reading levels, their NWEA scores, and

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an internal benchmark writing score. These data will be used to identify our readers who are struggling the most and those students will receive

Tier: Tier 2

Activity - Tier 2 Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive at least 75 minutes of reading support provided by the reading specialists every day.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2015	\$150000	Title I Part A	Tonya Saragoza, Melissa Reeves, and Jackie Dennison

Goal 2: Improving Student Achievement in Math

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on state tests in Mathematics by 06/01/2015 as measured by state tests.

Strategy 1:

Improving math skills through improving reading - Teachers will implement Reading Apprenticeship strategies throughout the year.

Tier: Tier 1

Activity - RA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to professional development activities to support the implementation of Reading Apprenticeship strategies.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2015	\$500	Title II Part A	Melissa Reeves and Will Wright

Strategy 2:

Math Intervention - Intervention programs will be implemented to support math instruction.

Tier: Tier 2

Activity - Direction Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be identified to participate in either the morning math program or the Math-U-See program that takes place during the school day.	Direct Instruction	Tier 2	Implement	09/01/2014	06/01/2015	\$10000	Title I Part A	Ashley Kerns, Pam Krebs, and John Flemming
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Strategy 3:

Review math data - Teachers will review Quarterly Test scores to identify learning needs of the children and plan instruction for them.

Tier: Tier 1

Activity - Data Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time to review data and plan instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$3500	Title II Part A	Will Wright and leaders of the math PLC

Activity - Implement Quarterly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will administer the Everyday Math quarterly assessments. Teachers will use the assessment data to evaluate students' learning needs. Teachers will also enter assessment data into a spreadsheet that will be used to identify students for intervention.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	No Funding Required	All classroom teachers, Melissa Reeves, and Will Wright

Strategy 4:

Instructional Rounds - Teachers will participate in instructional rounds to observe specific elements of math.

Tier:

Activity - Instructional rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in instructional rounds looking at specific elements of math.	Professional Learning	Tier 1		09/09/2013	05/30/2014	\$3500	Title II Part A	Administration and Math PLC

Goal 3: Improving Student Achievement in Writing

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Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency by increasing their common assessment writing score in English Language Arts by 06/01/2015 as measured by the common writing assessment.

Strategy 1:

Continue to implement MAISA writing units - Teachers will continue to implement the MAISA writing unit

Tier: Tier 1

Activity - MAISA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time for professional learning activities such as instructional rounds, lit cycles and/or to review data.	Professional Learning		Monitor	09/02/2014	06/01/2015	\$1500	Title II Part A	Literacy staff, classroom teachers, and administration

Strategy 2:

Providing feedback to students - Teachers will incorporate ways to give frequent feedback to students about their writing throughout the writing process.

Tier: Tier 1

Activity - Expand Narrative Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will be given summer pay to expand the narrative writing rubric to include scores of nine and ten and the associated characteristics for this level of writing.	Other	Tier 1	Implement	08/01/2014	10/01/2014	\$450	Title II Part A	Writing PLC

Activity - Nonfiction Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will be given summer pay to develop a rubric to evaluate nonfiction writing.	Other	Tier 1	Getting Ready	08/04/2014	10/03/2014	\$1100	Title II Part A	Members of the Writing PLC

Strategy 3:

EMPOWER Writing - Teachers will be trained to implement EMPOWER writing strategies.

Research Cited: Dr. Bonnie Singer

Tier: Tier 1

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Activity - EMPOWER Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have two days of professional development during the summer. In addition, they will have six days of coaching and support throughout the year.	Professional Learning	Tier 1	Getting Ready	09/09/2013	05/30/2014	\$17000	Title II Part A	Staff A team of teachers will be determined based on interest. The team selected will be responsible for reading the text and organizing and implementing the instructional rounds. Literacy teachers will oversee, support and facilitate the process.

Goal 4: Improve Student Achievement in Science

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency on state tests in Science by 06/01/2015 as measured by state tests.

Strategy 1:

Develop Science Assessments - Teachers will develop writings prompts designed to assess students knowledge of the content while utilizing expository writing strategies.

Research Cited: Dr. Bonnie Singer

Tier: Tier 1

Activity - Developing assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use professional development time and team meetings to create grade level assessments.	Other	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$0	No Funding Required	All classroom teachers.
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Strategy 2:

Scheduling Science - Teachers will evaluate time allocated for science instruction and establish a consistent schedule for science instruction.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time for professional learning activities such instructional rounds and/or analyzing data.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$1500	Title II Part A	All classroom teachers

Activity - RA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use reading apprenticeship strategies to support science learning.	Implementation	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$0	No Funding Required	All classroom teachers

Strategy 3:

Incorporating Next Generation Science Standards - Teachers will learn about the science and engineering practices described in the Next Generation Science Standards.

Tier: Tier 1

Activity - Collaborative Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team meeting time will be used to do collaborative lesson planning incorporating science and engineering practices outlined in the Next Generation Science Standards.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	No Funding Required	All classroom teachers

Goal 5: Improve Student Achievement in Social Studies

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency on state tests in Social Studies by 06/01/2015 as measured by state tests.

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Strategy 1:

Develop Social Studies Assessments - Teachers will develop writings prompts designed to assess students knowledge of the content while utilizing expository writing strategies.

Tier: Tier 1

Activity - Developing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use professional development time and team meetings to create grade level assessments.	Other	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	No Funding Required	All classroom teachers

Strategy 2:

Scheduling Social Studies - Teachers will evaluate time allocated for social studies instruction and establish a consistent schedule for social studies instruction.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given release time for professional learning activities such instructional rounds and/or analyzing data.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$1500	Title II Part A	All classroom teachers

Activity - RA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use reading apprenticeship strategies to support social studies learning.	Professional Learning	Tier 1	Implement	09/01/2014	06/01/2015	\$0	No Funding Required	Melissa Reeves

Strategy 3:

Material Review - Teachers will use team meeting time and professional development time to perform materials review for social studies

Tier: Tier 1

Activity - Materials Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use team meeting time to evaluate social studies materials and instruction for social studies.	Evaluation	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	No Funding Required	All classroom 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	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RA Strategies	Teachers will use reading apprenticeship strategies to support social studies learning.	Professional Learning	Tier 1	Implement	09/01/2014	06/01/2015	\$0	Melissa Reeves
RA Strategies	Teachers will use reading apprenticeship strategies to support science learning.	Implementation	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$0	All classroom teachers
Collaborative Lesson Planning	Team meeting time will be used to do collaborative lesson planning incorporating science and engineering practices outlined in the Next Generation Science Standards.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	All classroom teachers
Developing Assessments	Teachers will use professional development time and team meetings to create grade level assessments.	Other	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	All classroom teachers
Developing assessments	Teachers will use professional development time and team meetings to create grade level assessments.	Other	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$0	All classroom teachers.
Implement Quarterly Assessments	All teachers will administer the Everyday Math quarterly assessments. Teachers will use the assessment data to evaluate students' learning needs. Teachers will also enter assessment data into a spreadsheet that will be used to identify students for intervention.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	All classroom teachers, Melissa Reeves, and Will Wright
Words Their Way training	Professional Development time will be allotted to learn how implement the curriculum and assessments related to the program	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$0	Melissa Reeves and Tonya Saragoza
Materials Review	Teachers will use team meeting time to evaluate social studies materials and instruction for social studies.	Evaluation	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	All classroom teachers

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Monitor Implementation of Lexia	Teachers will monitor student progress on the Lexia program and utilize the intervention activities generated in Lexia.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$8000	Classroom teachers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Administering Benchmark Assessments	Teachers will be given half a day per trimester to administer reading benchmark assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2015	\$2500	Will Wright

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional rounds	Teachers participate in instructional rounds looking at specific elements of math.	Professional Learning	Tier 1		09/09/2013	05/30/2014	\$3500	Administration and Math PLC
Professional Learning	Teachers will be given release time for professional learning activities such instructional rounds and/or analyzing data.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2015	\$1500	All classroom teachers
MAISA Training	Release time for professional learning activities such as instructional rounds, lit cycles and/or to review data.	Professional Learning		Monitor	09/02/2014	06/01/2015	\$1500	Literacy staff, classroom teachers, and administration
Data Days	Teachers will be given release time to review data and plan instruction	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$3500	Will Wright and leaders of the math PLC
RA Professional Development	Teachers will have access to professional development activities to support the implementation of Reading Apprenticeship strategies.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2015	\$500	Melissa Reeves and Will Wright
Professional Learning	Teachers will be given release time for professional learning activities such instructional rounds and/or analyzing data.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$1500	All classroom teachers

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EMPOWER Professional Development	Teachers will have two days of professional development during the summer. In addition, they will have six days of coaching and support throughout the year.	Professional Learning	Tier 1	Getting Ready	09/09/2013	05/30/2014	\$17000	Staff A team of teachers will be determined based on interest. The team selected will be responsible for reading the text and organizing and implementing the instructional rounds. Literacy teachers will oversee, support and facilitate the process.
Nonfiction Writing Rubric	A team of teachers will be given summer pay to develop a rubric to evaluate nonfiction writing.	Other	Tier 1	Getting Ready	08/04/2014	10/03/2014	\$1100	Members of the Writing PLC
Expand Narrative Writing Rubric	A team of teachers will be given summer pay to expand the narrative writing rubric to include scores of nine and ten and the associated characteristics for this level of writing.	Other	Tier 1	Implement	08/01/2014	10/01/2014	\$450	Writing PLC
Data Days	Release time is given to teachers so that they can review data	Professional Learning			09/09/2013	05/01/2014	\$1500	Literacy staff and administration

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Professional Learning	Release time for professional learning activities such as lit cycles, instructional rounds, and/or to review data.	Professional Learning	Tier 1	Implement	09/02/2014	06/01/2015	\$1500	A team of teachers will be determined based on interest. The team selected will be responsible for reading the text and organizing and implementing the instructional rounds. Literacy teachers will oversee, support and facilitate the process.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Reading Intervention	Students will receive at least 75 minutes of reading support provided by the reading specialists every day.	Academic Support Program	Tier 2	Implement	09/02/2014	06/01/2015	\$150000	Tonya Saragoza, Melissa Reeves, and Jackie Dennison
Direction Intervention	Students will be identified to participate in either the morning math program or the Math-U-See program that takes place during the school day.	Direct Instruction	Tier 2	Implement	09/01/2014	06/01/2015	\$10000	Ashley Kerns, Pam Krebs, and John Flemming