



# **School Improvement Plan**

**Pine Tree Elementary School**

**Lake Orion Community Schools**

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## **Introduction**

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

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# Executive Summary

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## **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.

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## **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?**

Nestled in a lakes community, Pine Tree Elementary serves a diverse population of approximately 440 students from Kindergarten through fifth grade. Orion Township is located in northern Oakland County and has approximately 35,000 residents. Our community businesses and residents are supportive of our schools. We are fortunate to have many parent and community volunteers who support the learning of our students. Our teachers are highly qualified, skilled, and dedicated to the academic achievement and well-being of our students. Pine Tree is a Title One designated school. Approximately 37% of our students are eligible for free and reduced lunch. The economic downturn of the past few years has resulted in an increase in unemployment and in the number of families needing financial assistance. We have experienced a high rate of mobility among students and a loss of our student base due to population shifts. In response to these socioeconomic shifts, Pine Tree has continued to increase the implementation of programs to target the academic and social-emotional needs of our students and to support our families. For two years our school has been recognized as a Rewards School by the State of Michigan for the high progress made by our students.

Our mission is to provide an exemplary education for all learners. We believe education is the shared responsibility of the students, families, school and community. Education promotes a healthy sense of self and encourages personal achievement. This philosophy led us to continue to focus on educating the whole child, which included such things as increased physical activity and fitness during the school day, brain breaks to stimulate learning, developing healthy eating habits, and acquiring leadership and self-efficacy skills. We have encouraged local businesses to partner with us through such activities as a family math night during which families will solve real-life math problems to create cost effective healthy meals.

## **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: Lake Orion Community Schools ensures the continuous advancement of student performance to meet the challenges of our changing world.

Mission Statement: The mission of Pine Tree Elementary School is providing an exemplary education for all learners.

Belief Statements:

We believe that:

Education is the shared responsibility of students, family, school and community.

All students can learn.

All learners deserve equity and opportunity in their education.

High expectations promote success.

Exemplary education is the result of professional growth and continuous school improvement.

All learners are entitled to a safe learning environment.

Education promotes a healthy sense of self and encourages personal achievement.

Learning is lifelong.

## **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.**

Pine Tree Elementary has been designated as a Rewards School for two years. Our staff has implemented a number of effective programs to raise student achievement. Learning support specialists provide literacy interventions beginning in kindergarten. We also provide intensive instruction to students who need additional support in math. Results from state and district assessments show a trend of closing the gap between economically disadvantaged students and students who are not economically disadvantaged. We attribute this success to the support programs we have in place. We continue to participate in Blessings in a Backpack, which provides food to eligible students on weekends during the school year. Research has shown that this program contributes to improved attendance, reduced behavior issues and increased student academic achievement. Recognizing the need to increase our student performance in math, our district has adopted the Math Expressions series which supports the Common Core Standards of Mathematical Practices.

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## **Additional Information**

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

Pine Tree staff, students and families work as a team to ensure the success of all students. Our Reader's Workshop instructional approach has resulted in significant student growth. We are engaging in extensive professional development for math and anticipate increased achievement as a result of the implementation of instructional practices that will increase our students abilities to tackle complex problems which require depth of knowledge.

In addition to their academic achievements, our students engage in a wide variety of activities which enhance their education. Our school wide OLWEUS Bully Prevention Program teaches students strategies for effectively dealing with bullying. Our student council spearheads our green school initiative, and we have attained Evergreen Status. After school, students can take enrichment classes and join groups such as ROCK Club and ROLL Club which encourage student to become positive role models. This year we offered Girls on the Run during the school year.

At Pine Tree, our goal is for every student to enjoy learning, to feel successful and to want to be here every day!

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# Improvement Plan Stakeholder Involvement

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## **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.

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## **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.**

All instructional staff participate in our school improvement planning process. In addition, non-instructional support staff serve on building committees and are asked for their input. Meetings are scheduled in the morning prior to student arrival when most staff are available. Staff members who are not able to attend can access the information electronically and can provide input.

Parents and other community stakeholders are selected through our Parent Teacher Organization. Meetings times alternate between before and after school to accommodate parent schedules. Information is shared with stakeholders in a number of different ways, and a variety of meeting times are provided to accommodate the needs of invested groups.

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

Staff participated in the development of the plan during school improvement release time provided by the district. Staff collectively developed goals and strategies and created surveys for staff, parents and students. Survey results and comments are taken into consideration when developing our school improvement plan. Staff involved included general education teachers, special education teachers, Title I and ancillary staff, the building principal as well as parents throughout the improvement process.

**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 final school improvement plan is communicated to all staff via e-mail for their review. The plan is reviewed collectively at a staff meeting in early September. Parents and other community stakeholders are notified via School Messenger of the availability of the report for their review. This information is also available on the school and district websites. Additionally, a paper copy is available in the main office of the school for parent review as requested.

# School Data Analysis

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## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

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## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Student enrollment at Pine Tree has maintained at approximately 400 students until the beginning of this school year. We saw an increase of over 40 students this year, reaching a high of 441 students by mid year. Part of our enrollment increase has been due to the continued enrollment of students from out of district through our Schools of Choice program. One of the challenges that has been presented in recent enrollment trend data is higher than normal class sizes, especially in certain grades as enrollment has increased in specific grades over others. These increased numbers have led to larger than expected class sizes and have required staffing adjustments to address enrollment trends and needs.

### **Student Demographic Data**

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

The trend shows that chronically absent and tardy students remains a concern. Tardiness of students who reside both in and outside of the district is a challenge. This includes an increase in familial requests for early dismissal at the end of the school day. Due to these attendance issues some students are missing large chunks of instructional and intervention time. Parents often have transportation issues; consequently, many of these students are not able to respond to our efforts to improve the situation.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

During the past three years we have not experienced many serious behavior problems, however there are some ongoing student behavior issues that require specific plans and attention by staff. During the coming school year staff will continue to collaborate with parents to develop structured behavior plans for individual students as well as continue to focus on positive reinforcement of desired behaviors in the school and classroom setting.

### **Student Demographic Data**

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

As a staff we will continue to focus on positive support for students and families, including providing connections to outside agencies and resources as needed, to continue to form strong partnerships with our families to ensure that issues such as poor attendance are addressed. Additionally, we will continue to focus on strong programming, such as the incorporation of healthy habits through our Health and Wellness Initiative, to attract and retain families to the Pine Tree community. With our increase in enrollment this year, we will collaborate as a staff and make programming and scheduling plans that address this increased size as the current class of students travels through Pine Tree.

**Teacher/School Leader(s) Demographic Data**

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

Our staff is comprised of many veteran teachers. All of our teaching staff, regardless of the number of years of experience, receives consistent curricular training from the district's Teaching and Learning Department. This training allows for consistent delivery of content to all students and leads to student growth and achievement building wide, not just in individual classrooms. We have a veteran teaching staff, many of whom have been teaching for 10 years or more, with backgrounds in traditional and non-traditional classroom instruction. Through collaborative data days and staff meetings, this experience is shared amongst staff to aid in targeted instruction and support for all students. Additionally, our teaching staff has spent a number of years teaching at Pine Tree. This has led to a strong investment in the school community and has allowed staff to build relationships with families, many of whom have multiple students who attend Pine Tree.

The building's principal was new to Pine Tree this year, though he was not new to the district. He brought with him experience and ideas from his previous role at the high school level. Staff and school leadership have collaborated to mesh these experiences to provide programming and instruction to increase student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The veteran teachers who have been in education and have witnessed trends are able to help those who are just starting their careers. This help comes in the form of understanding the importance of flexibility, understanding past and current practices, sharing strategies to increase student achievement, sharing ideas and strategies to meet the needs of a very diverse student population, and collaborating after common, district professional development to foster strategies aimed to increase student performance. The new staff bring energy, a willingness to try new ideas, and a collection of new strategies that aid in current practices to increase student achievement.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The few number of absences due to illness did not impact student achievement. Additionally, days absent for professional development and meetings were minimal throughout the year and did not have a negative impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

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

Teacher absences, whether for professional development or illness, may have an impact on student achievement. As our teaching staff are

the trained experts in their field with training in specific tools used in our building and district, any teacher absence may have an impact on students. Guest teachers may not be trained in our tools such as our district's reading and writing workshop or math series.

**Teacher/School Leader(s) Demographic Data**

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

At the building level we can develop a common calendar at the beginning of the year to plan teacher absence days as it relates to professional learning and meetings to minimize the number of absences throughout the year. Additionally, building leadership can review district calendars to ensure that teachers are not pulled from their classrooms for professional learning in large chunks or at times of high substitute need. We can explore the use of online learning programs such as EduPath, in which professional learning is made available to staff at the time of their choosing for follow up discussion at before school staff meetings.

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## **Process Data**

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

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

We have achieved full implementation in all standards. Our district and school engages in extensive professional development on researched based best practices and provides teachers with ongoing support during implementation. Additionally, our SSR data shows that educators in our building continue to collaborate and refine educational practices and hold high expectations for student achievement. Our building uses data to design instruction, implement lessons, and determine intervention services for students. Finally, we have seen an increase in our community partnerships and collaboration through various activities held throughout the school year.

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

While we have attained full implementation for all of the standards, we will continue to work to maintain this level and move forward to sustained implementation. One area of challenge that we will specifically continue to address is to increase the involvement of our parents. Through communication we will obtain parent feedback and provide a further understanding of the curriculum and materials used at the building and elementary level in the education of their children.

### **12. How might these challenges impact student achievement?**

The higher the level of understanding that parents have of the programming, curriculum, and instructional practices of the school the higher the potential for student achievement. Parents are better able to help their students at home if they have a strong understanding of the experience their student(s) has each day at Pine Tree. Increased parent involvement and understanding will help lead to higher student achievement.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We will continue to implement consistent communication strategies with parents that will include, but may not be limited to, parent surveys, open house events, newsletters, and School Messenger communications aimed at informing parents, gathering their feedback, and encouraging involvement in the school community.

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

All students are assessed quarterly for achievement in reading and math. Through the RTI process students identified as not achieving the SY 2016-2017

standards are eligible for Title One support in reading and/or math. Once enrolled for these services, frequent progress monitoring guides instruction and interventions. If students are not responding to these interventions, they are brought to the Student Support Team to develop further strategies for instruction. If the additional strategies are not successful, consideration is given to a referral for special education evaluation.

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

Pine Tree offers an after school math homework club for third through fifth students who are unable to complete work at home. This program supports students in reinforcing the concepts taught during the school day. We offer several opportunities for all students after school including, but not limited to, leadership clubs for boys and girls, running and other fitness programs, science club, cursive club, and Spanish. We offer before school fitness and team building programs as well.

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

Students are eligible for our math homework club if they are underachieving in math or have shown a pattern of non-completion of homework. Parents are sent a letter asking for their consent for their child to attend the program. Our morning Jumpstart physical activity program includes students who are underachieving and/or who need to develop social skills and friendships. A letter is sent to parents notifying them of their child's inclusion in this program. Families receive information on all other programs via flyers and School Messenger communications.

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

The district curriculum is fully aligned with the state content standards. Common curriculum maps have been developed for all core areas. Administrators visit classrooms and confer with staff on student progress toward the standards.

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

N/A

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

For the past three years our third graders identified in the economically disadvantaged consistently improved. Students not in the subgroup showed improvement in two of the three years.

The students in fourth grade, in both groups, showed improvement over the past three years.

Fifth graders who were non-economically disadvantaged showed improvement.

82% of our students in grades first through fifth made at least one year of growth in reading fluency.

### **19b. Reading- Challenges**

Although student growth has increased in third and fourth grade over the last three years, the gap between our economically disadvantaged students and non-economically disadvantaged remains around 20%. This gap is also represented between our fifth grade scores.

### **19c. Reading- Trends**

During the past 3 school years, the percentage of students who scored partially proficient in third grade on the state reading assessment increased 3%. The percentage of fourth grade students who scored partially proficient decreased by 3%. The percentage of fifth grade students increased by 12%. During that same time period, the population of third grade grew by 23 students, the population of fourth grade grew by 26 students, and the population of fifth grade decreased by 5 students.

**19d. Reading- Summary**

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

We will continue to implement the Reader's Workshop approach to reading instruction and our Intervention Time groups. We will review the schedule for Learning Support Staff and continue to explore scheduling options for a more efficient and effective delivery of services.

**20a. Writing- Strengths**

Over the past three school years, the percentage of fourth grade students who scored proficient on the state writing assessment increased 5% while the percentage of students who scored

**20b. Writing- Challenges**

A challenge we have defined is decreasing the percentage of fourth graders who score partially proficient over the past three years. Another challenge that we have defined is the decrease in enrollment over the past three years. Enrollment in fourth grade has decreased from 72 to 54 students.

**20c. Writing- Trends**

Over the past three school years, the percentage of fourth grade students who scored proficient on the state writing assessment increased 5% while the percentage of students who scored partially proficient decreased by 1%. During the same time frame, the population of fourth grade students decreased by 18.

**20d. Writing- Summary**

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

For the past two years, our building has implemented a research based writing model that encompasses writing workshop and integration of writing mechanics. Instruction and assessment of student skills will be analyzed by classroom teachers through grade level curriculum based rubrics. We will review and analyze M-STEP data, when released, to further guide our instruction.

**21a. Math- Strengths**

Over the last three years the number of students who were proficient in math increased in third grade. Our teachers have fully embraced our new math series. Cross grade level dialogue has increased in order to better understand the scope and sequence of both the math series and common core. Student performance on the diagnostic proficiency assessment has improved significantly since 2013, our three year trend, with the following percentages of students meeting end of the 2014-2015 school year benchmark:

2nd grade - 90%

3rd grade - 75%

4th Grade - 77%

5th Grade - 74%

**21b. Math- Challenges**

Grade level fact fluency has been identified as an area in which our students are under achieving. 25% to 30% of students grades 2-5 are performing below the end of the 2014-2015 benchmark on our diagnostic proficiency assessment.

**21c. Math- Trends**

Scores on the state assessment have improved compared to the years prior implementation of the research based common core aligned

math series in the 2013-2014 school year. The percentage of students earning a proficient score has steadily increased in grades three through five over the last three years.

**21d. Math- Summary**

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

We will be tracking our classrooms' basic fact fluency and passing year long assessment results to the following grade level teachers. Our LSS teachers will be intensely working with identified students in small groups to address basic skills and support students in achieving specific standards.

**22a. Science- Strengths**

Over the past three school years, students have shown improvement on the state assessment by 3.4%. The percentage of students scoring partially proficient over the past three years improved by 8%.

**22b. Science- Challenges**

Increasing the background knowledge and understanding of science related vocabulary has been determined to be a challenge for our students. The percentage of students scoring non-proficient on the assessment has remained consistently high over the past three years, at around 50%.

**22c. Science- Trends**

Over the past three years, the percentage of students that scored partially proficient has decreased 3%, the percentage of students that scored at the non proficient level has increased and remains relatively high at 50%. Within the same time period, the number of students assessed has decreased by 11.

**22d. Science- Summary**

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

**tiered instruction if appropriate.**

As a result of the new grade level expectations, a few selected grade levels are piloting the updated science curriculum materials. To address these challenges, teachers will continue to implement strategies for increasing student background knowledge and related vocabulary.

**23a. Social Studies- Strengths**

On the M-Step assessment, 79% of our 5th grade students scored partially proficient or above.

**23b. Social Studies- Challenges**

Many of our students lack the background knowledge, exposure to and understanding of content related vocabulary and concepts.

**23c. Social Studies- Trends**

Based on the one-year assessment data, our students need increased exposure to content related vocabulary and concepts in order to build their background knowledge and understanding.

**23d. Social Studies- Summary**

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

We will continue to increase our students exposure to and understanding of content related vocabulary. The media and technology specialist will work with classroom teachers to also increase the number of virtual field trips for our students.

## Perception Data

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

### 24a. Student Perception Data

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

Students in third, fourth and fifth grades completed a survey this spring. Over 90% of students responded they enjoyed the physical activities related to our Health and Wellness initiative, and over 85% of students felt the increased physical activity helped them perform better in school.

### 24b. Student Perception Data

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

Based upon student perception data gathered, students would like to see greater access to technology in the building. Specifically, increasing the amount of available technology (i.e. iPads or laptops) so that more than one class and/or grade level can utilize it at one time.

### 24c. Student Perception Data

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

We will further explore community partnerships and collaboration with our building's PTO to determine if funds are available to purchase additional technology for student use. Additionally, we will explore the possibility of allowing students to bring in their own personal device to increase the availability of technology to students in the building.

### 25a. Parent/Guardian Perception Data

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

Based upon survey data collected from parents, 90% of respondents indicated that their areas of highest satisfaction included that Pine Tree held high academic expectations for all students while using a variety of teaching and learning strategies to provide a multitude of learning and extra-curricular activities for student both in and outside of the classroom. Additionally, 90% of parents surveyed stated that Pine Tree Elementary provides a variety of ways in which parents can become involved in their child's education.

**25b. Parent/Guardian Perception Data**

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

Based upon parent responses, the two areas of greatest concern were the lack of a variety of meeting times to meet the needs of all families' schedules as well as a desire to increase the amount of Social Studies and Science curriculum integrated into the classroom.

**25c. Parent/Guardian Perception Data**

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

We will work with parent groups for the upcoming school year to provide a multitude of meeting times so that parents have a choice in when to attend meetings. Additionally, we have teachers at multiple grade levels who have begun, and will continue, a pilot in Science for the upcoming school year.

**26a. Teacher/Staff Perception Data**

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

Our staff continues to indicate appreciation for, and a high level of participation in, the ongoing professional development and support that is targeted toward best practices. Additionally, data gathered shows that teachers are pleased with the high academic expectations we hold for all students and appreciate the diversity that our school represents.

**26b. Teacher/Staff Perception Data**

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

Allocating time for the increased number of assessments, data analysis and recording of data is a challenge. Scheduling time for individual assessments is a concern to teachers who are worried about the loss of instructional time. Additionally, one area for improvement is the continued development of social skills instruction, especially at the lower grades, to further acclimate all of our learners to the school community and provide them with a sound foundation for long term academic success.

**26c. Teacher/Staff Perception Data**

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

As we plan for the upcoming school year we will continue to offer common planning time and develop a schedule that provides for intervention block time for all learners. We will develop a calendar for the entirety of the school year that identifies staff collaboration, data days, SST, and grade level meetings to provide common planning time for targeted instructional approaches for all learners.

**27a. Stakeholder/Community Perception Data**

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

The community is highly appreciative of the support we offer our students and the sense of family/community at Pine Tree. Our families and surrounding neighborhood have expressed excitement and support for many of the initiatives we have implemented in the building. This has included, but is not limited to, recognition on the national level for our partnership with Fuel Up to Play 60 and the NFL for our continued focus on healthy habits for our student body.

**27b. Stakeholder/Community Perception Data**

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

Through conversations and email communication it has been shared that transportation in and around our school has become a concern this year for our neighborhood community, especially at the beginning and end of our school day.

**27c. Stakeholder/Community Perception Data**

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

During the current school year we are participating in a Safe Routes to School audit of our neighborhood and surrounding school community. We will take the findings of this audit, as well as potential financial awards through this grant partnership, to enhance our transportation options for students, specifically focusing on the areas of biking and walking routes to and from our school.

## Summary

### 28a. Summary

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

Pine Tree has strong partnerships with its school families that allow for home-school collaboration and problem solving. Data collected from perception surveys of all stakeholders involved reflects these positive relationships. Overall, the academic performance of our students on state assessments in the core areas of math, reading and writing have shown positive academic growth. Through our school's RTI process, student assessment data is quarterly reviewed to identify students who may be "at risk" and students are continually monitored to track their progress. Our school engages in extensive professional development on research based practices and provides teachers with ongoing support for continued implementation.

Our school, and district, faces the trend of declining in-district student enrollment, increased out-of-district enrollment and stagnant or decreased funding from the state. We will need to focus our resources on efficiently and effectively improving student achievement in the core academic areas of science and social studies. Revising our schedule to provide for optimal small group targeted instruction and intervention will ensure minimal disruption to student learning in the general education classroom. Another area to review would be the consistency and effectiveness of our discipline process.

### 28b. Summary

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

The continued trend of fewer in-district students along with the increase of out-of-district students has many challenges. One challenge that we continue to address is truancy of many of our students traveling from another district. Student engagement and participation on a daily basis is essential to their understanding of core material and overall performance on all assessments. Another challenge we have identified is a lack of background knowledge and content specific vocabulary. A student's limited knowledge and prior exposure to content specific concepts and vocabulary can negatively effect their understanding of concepts presented within the curriculum. Another challenge that has been identified is that many of the students from both in-district and out-of-district exhibit challenging behaviors. Students who display challenging behaviors spend more time out of the classroom and receive less "seat time" instruction than students who do not display challenging behaviors. This negatively impacts a student's ability to learn as well as disrupts the learning of the other students in the classroom.

### 28c. Summary

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

We will continue to address the lack of background knowledge and content specific vocabulary of our students by continuing to build our grade level, appropriate, content specific non-fiction texts. With the help of our media and technology specialist, we will also incorporate virtual, interactive field trips that are aligned with common core and are grade level specific. We will continue to maintain the high level of reading support for our K-1 students as well as offer second grade reading support for those students who have not acquired early reading skills.

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# School Additional Requirements Diagnostic

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## **Introduction**

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

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## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	AIMSweb - Reading - Kindergarten AIMSweb Reading Fluency and Math Computation - Grades 1-5 Teacher's College - Grades K-5 M-STEP - ELA and Math - Grades 3-5 Math Grade Level Common Assessments - K-5 iReady	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.lakeorion.k12.mi.us/userfiles/29/my%20files/annual%20education%20report/15-16/mid%20year/2014-15_pine_aer.pdf?id=550569">http://www.lakeorion.k12.mi.us/userfiles/29/my%20files/annual%20education%20report/15-16/mid%20year/2014-15_pine_aer.pdf?id=550569</a>	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Yes	

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

**School Improvement Plan**

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rick Arnett Assistant Superintendent of Human Resources 315 N. Lapeer St. Lake Orion, MI 48362 248-693-5400	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No	The necessary information is contained in the body of our school improvement plan.	

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# Title I Targeted Assistance Diagnostic

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

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## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Pine Tree Elementary School's Comprehensive Needs Assessment is conducted by the building's School Improvement Team. This team consists of the principal, building academic chairpersons, Title I teachers, upper and lower elementary general education teachers, and parent representation. The team meets monthly throughout the school year. After reviewing student achievement, perception, process, and demographic data the team reviews and revises the building's School Improvement Plan. The whole staff reviews, discusses, and implements the School Improvement Plan through monthly staff meetings devoted strictly to school improvement.

#### Student Achievement Data

Student achievement data is analyzed by grade level teachers, Title I teachers, ancillary staff, and the principal through quarterly grade level specific data team meetings in which individual student, and whole grade level, achievement is discussed and reviewed. The following breaks down the collection and analysis of this data further:

#### Reading Phonological Awareness Grades K-1

Phonological awareness assessments are administered to all kindergarten and first grade students three times per year (fall, winter, and spring). Grade level data is presented to the individual grade levels and the results are analyzed three times per year. Classroom teachers, the school psychologist, the district teacher consultant, and Title I staff working with kindergarten and first grade students are present at these meetings.

#### Reading Fluency Grades 1-5

Reading fluency assessments are administered to all first through fifth grade students three times per year (fall, winter, and spring). Grade level data is presented to individual grade levels and results are analyzed three times per year. Classroom teachers, the school psychologist, district teacher consultants, and any Title I staff working with these grade levels are present at the meetings.

#### Reading Levels K-5

Reading levels are assessed quarterly. Grade level data is presented to the individual grade level and the results are analyzed three times per year. This data is also presented to our building cross grade level reading committee. The reading committee, as well as grade level teams, analyze the data looking for trends while monitoring building progress towards the achievement of building school improvement goals.

#### Math Fluency K-5

Math fluency assessments are administered to students in kindergarten through fifth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY). This data is used in the formation of intervention groups through analysis by grade level and Title I teachers. Additionally, this data is discussed at quarterly grade level data team meetings to develop Tier 1 interventions in addition to support provided by Title I teachers. Finally, this information is analyzed to monitor progress towards building school improvement goals centered around math.

### Science and Social Studies K-5

Science and Social Studies assessments are administered to students in grades kindergarten through fifth after each unit of study. Grade level data is presented to individual grade level teachers and the results are analyzed for student growth and progress towards building school improvement goals specific to science and social studies. This data is also presented to our building cross grade level science and social studies committee and is used to further align instruction to the needs of Pine Tree students.

#### Perception Data

Perception data is collected at least annually throughout the school year from multiple stakeholders.

Staff perception data is collected through staff surveys related to building culture, instructional practices, and student support services.

Student perception data is collected multiple times throughout the year through classroom, grade level and teacher specific surveys and through whole school culture surveys.

Parent perception data is collected multiple times throughout the school year through surveys, questionnaires, open houses, curriculum nights, and parent/teacher conferences. The data collected from parents ranges from curricular to procedural to program specific feedback.

All perception data is collected and shared at monthly staff meetings. The whole staff discusses and develops professional development for Pine Tree centered around feedback provided. Additionally, the school improvement team uses this perception data to develop future building programming and make instructional adjustments as necessary and appropriate.

#### Process Data

In March of each school year the school improvement team submits Pine Tree's School Systems Review Report through ASSIST. This data is collected in the fall and early winter of the school year through discussions with whole staff during weekly staff meetings and through analyzation with the school improvement team during school improvement meetings. Once collected and submitted, this data is used to review and adjust current and potential future programming for the building moving into the spring of the current school year and fall of next.

#### Demographic Data

Demographic data is collected multiple times, and through multiple methods, throughout the school year. This includes the collection and review of student and staff attendance records, behavior and discipline referrals, the collection of data for the annual SID report, free/reduced lunch statistics, enrollment trends, and ESL enrollment and program participation. This data is analyzed by the school improvement team, ancillary staff, and in whole staff meetings to develop programming to meet the needs of the diverse population that Pine Tree services. Understanding that the needs of Pine Tree may differ from other elementaries in the district, demographic data is used to tailor building specific programming, often based upon district and outside resources, to meet our school's needs.

## **2. 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?**

## School Improvement Plan

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Pine Tree uses a detailed process to identify children who are failing, or who are at risk of failing, to meet the state core curriculum standards in the four core academic areas. This process is conducted at minimum through quarterly data team meetings as well as through quarterly assessments administered by classroom and Title I teachers to assess student achievement and progress towards mastery of content standards.

### Reading

All students in second through fifth grades are assessed in the fall, winter and spring of each year using AIMSweb RCBM Oral Reading Fluency. Kindergarten and first grade students are assessed using Early AIMSweb for reading, including RCBM Fluency in the spring of first grade. In addition, students in kindergarten through first grade are assessed using MLPP (letter naming, letter sound, nonsense word, phoneme blending, phoneme segmentation, rhyme), CORE (deletion, substitution, sentence, word and phoneme segmentation) and Teachers College reading assessments three times per year. In grades two through five students are assessed using Teachers College Reading assessment at least twice a year. Students who are underachieving are assessed using Teachers College Reading assessments at least quarterly.

### Math

All students in second through fifth grades are assessed in the fall, winter and spring of each year using AIMSweb Math Computation. Kindergarten and first grade students are assessed using Early AIMSweb for math. Student achievement data from math common assessments is reviewed and analyzed. Each year student achievement on the state testing is analyzed to create individual development plans for students who are not proficient.

### Science and Social Studies

Unit tests and classroom participation in grades K-5 for science and social studies are analyzed by grade level teachers. For all students who are identified as at-risk frequent progress monitoring is implemented. Additional instruction and support is provided by classroom teachers and Title I staff through non-fiction, content specific literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas.

Student achievement data is electronically collected through various sources. All state assessment results and district common assessment data are collected through Pearson Inform. All phonological awareness, fluency and math computation scores are collected through Aimsweb. All student test scores and classroom grades (grades 2-5) are input into Powerschool. 1st grade inputs math scores only into Powerschool. All parents of student's grade 3-5 have electronic access to student scores through Powerschool. Other scores are collected by teachers and input into individual grade books.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - 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.**

Educational, objective criteria have been established for Pine Tree's needs assessment process. These processes are consistent by grade level and are intended to identify children who are failing or who are most at risk of failing to meet the state core curriculum standards in the

four core academic areas. These established guidelines and processes are utilized to ensure that the students needing the most support are serviced.

## Reading

### Reading Fluency Target Scores:

- First grade: Fall -11wpm, Winter- 30wpm, and Spring 53 wpm. Recommended rate of growth per week is 1.3 words
- Second grade: Fall -55 wpm, Winter 80 wpm, and Spring 92 wpm. Recommended rate of growth per week is 1.0 words.
- Third grade: Fall 77 wpm, Winter 105 wpm, and Spring 119 wpm. Recommended rate of growth per week is 1.2 words.
- Fourth grade: Fall 105 wpm, Winer 120 wpm, and Spring 136 wpm. Recommended rate of growth per week is 0.9 word.
- Fifth grade: Fall 114 wpm, Winter 129 wpm, and Spring 143 wpm. Recommended rate of growth per week is 0.8 word.

### Reading Level Target Scores:

- Kindergarten: (MOY) Level B, (End of third marking period) Level C, (End of year) Level D
- First grade: (BOY) Level D, (End of first marking period) Level F, (MOY) Level G, (End of third marking period) Level H (EOY) Level J
- Second grade: (BOY) Level J, (End of first marking period) Level K, (MOY) Levels K/L, (End of third marking period) Level L/M, (EOY) Level M.
- Third grade: (BOY) Level M, (End of first marking period) Level N, (MOY) Level O, (End of third marking period) Level O, (EOY) Level P.
- Fourth grade: (BOY) Level P, (End of the first marking period) Level Q, (MOY) Level R, (End of third marking period) Level S, (EOY) Level S.
- Fifth grade: (BOY) Level S, (End of the first marking period) Level T, (MOY) Level U, (End of third marking period) Level U, (EOY) Level V.

## Reading LSS Criteria

### Entrance Criteria

In Kindergarten, students who do not meet the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year are eligible for LSS services.

In grade 1, students who do not meet the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) and do not meet the expected reading level for that time of year are eligible for LSS services.

In grades 2-5, students who do not meet the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and do not meet the expected reading level for that time of year are eligible for LSS services.

### Reading Level Target Scores:

- Kindergarten: (MOY) Level B, (End of third marking period) Level C, (End of year) Level D
- First grade: (BOY) Level D, (End of first marking period) Level F, (MOY) Level G, (End of third marking period) Level H (EOY) Level J
- Second grade: (BOY) Level J, (End of first marking period) Level K, (MOY) Levels K/L, (End of third marking period) Level L/M, (EOY) Level M.
- Third grade: (BOY) Level M, (End of first marking period) Level N, (MOY) Level O, (End of third marking period) Level O, (EOY) Level P.
- Fourth grade: (BOY) Level P, (End of the first marking period) Level Q, (MOY) Level R, (End of third marking period) Level S, (EOY) Level S.

## School Improvement Plan

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- Fifth grade: (BOY) Level S, (End of the first marking period) Level T, (MOY) Level U, (End of third marking period) Level U, (EOY) Level V.

### Exit Criteria

In Kindergarten, students who have met the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year are eligible to exit from LSS services.

In grade 1, students who have met the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) and have met the expected reading level for that time of year are eligible to exit from LSS services.

In grades 2-5, students who have met the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and have met the expected reading level for that time of year are eligible to exit from LSS services.

### Math

Math Fluency Assessments are administered to students in first through fifth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY).

#### Math Fluency Target Scores:

- Kindergarten:

Fall (BOY) OCM 30, rate of growth per week = 1.1

NIM (22), rate of growth per week = 0.9

QDM (7), rate of growth per week = 0.5

MNM (2), rate of growth per week = 0.3

Winter (MOY) OCM (57) NIM (45), QDM (16), MNM ( 9)

Spring (EOY) OCM (70), NIM (55), MNM ( 13)

- First grade:

Fall (BOY) OCM 65, rate of growth per week = 0.6

NIM (36), rate of growth per week = 0.7

QDM (18), rate of growth per week = 0.4

MNM (9), rate of growth per week = 0.3

Winter (MOY) OCM (79) NIM (55), QDM (28), MNM ( 16)

Spring (EOY) OCM (87), NIM (60), QDM (32), MNM (18)

- Second grade: (BOY) 15, (MOY) 30, (EOY) 38. Recommended rate of growth = 0.6

- Third grade: (BOY) 20, (MOY) 40, (EOY) 53. Recommended rate of growth = 0.9

- Fourth grade: (BOY) 23, (MOY) 42, (EOY) 55. Recommended rate of growth = 0.9

- Fifth grade: (BOY) 12, ( MOY) 20, (EOY) 30. Recommended rate of growth = 0.5

### Math LSS Criteria

### Entrance Criteria

Math Fluency Assessments are administered to students in first through fifth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY).

## School Improvement Plan

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In Kindergarten- grade 5, students who do not meet the math fluency concept targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year and who are not performing at a 60% or above on common assessments are eligible for LSS services.

### Math Fluency Target Scores:

- Kindergarten:

Fall (BOY) OCM 30, rate of growth per week = 1.1

NIM (22), rate of growth per week = 0.9

QDM (7), rate of growth per week = 0.5

MNM (2), rate of growth per week = 0.3

Winter (MOY) OCM (57) NIM (45), QDM (16), MNM ( 9)

Spring (EOY) OCM (70), NIM (55), MNM ( 13)

- First grade:

Fall (BOY) OCM 65, rate of growth per week = 0.6

NIM (36), rate of growth per week = 0.7

QDM (18), rate of growth per week = 0.4

MNM (9), rate of growth per week = 0.3

Winter (MOY) OCM (79) NIM (55), QDM (28), MNM ( 16)

Spring (EOY) OCM (87), NIM (60), QDM (32), MNM (18)

- Second grade: (BOY) 15, (MOY) 30, (EOY) 38. Recommended rate of growth = 0.6

- Third grade: (BOY) 20, (MOY) 40, (EOY) 53. Recommended rate of growth = 0.9

- Fourth grade: (BOY) 23, (MOY) 42, (EOY) 55. Recommended rate of growth = 0.9

- Fifth grade: (BOY) 12, (MOY) 20, (EOY) 30. Recommended rate of growth = 0.5

### Exit Criteria

In Kindergarten through grade 5, students who have met the math fluency concept targets kindergarten for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year and who are performing at a 60% or above on common assessments are eligible to exit from LSS services.

### Social Studies/Science LSS Criteria

Common assessments for both social studies and science are administered to students in kindergarten through fifth grades. These assessments are administered at the end of every unit of study.

### Entrance Criteria

In K-5, students who are not performing at a 50% or above on grade level unit common assessments are eligible for LSS services.

### Exit Criteria

In K-5, students who are performing at a 50% or above on grade level unit common assessments are eligible to exit from LSS services.

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

The identification process for grades kindergarten through second at Pine Tree is to look at the students progression with common benchmark assessments such as MLPP (early literacy skills), CORE (early literacy skills), Aimsweb (reading and math) Teachers College reading assessment, on-demand writing, unit tests in Science and Social Studies and district common Math assessments. Students who score below the grade level expectations are considered at-risk. Refer to question #3 for district cut scores by grade level. Teacher anecdotal notes and classroom observations are also taken into consideration, especially in lower elementary.

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## Component 2: Services to Eligible Students

### 1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Lake Orion Community Schools uses a Multi-Tiered System of Supports (MTSS) approach to monitor the progress of students needing additional support and services. Through this process a Student Support Team (SST), which consists of grade level and Title I teachers, ancillary staff, and the building principal, meet monthly to review students who are academically at-risk. Classroom teachers recommend struggling students to the team; suggestions and academic programming recommendations are provided at the conclusion of the meeting. Monthly follow up is conducted by staff to monitor student progress towards growth.

The following research based programming is used in the delivery of services to eligible students:

LLI (Leveled Literacy Instruction): helps students to expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Nonfiction reading is a key component of this program.

Phonics First: helps students to expand their knowledge of letters, sounds, words and sentences. This is an auditory based program with no writing. The goal of Phonics First is to bring students to grade level in early literacy reading skills.

I-Ready: a technology based program that gives a diagnostic test to determine what math skills are missing. The I-Ready program creates an individual path of learning for that student in math.

The following Title I services are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

#### Reading

Students in kindergarten who are underachieving receive the services of a kindergarten interventionist who focuses on specific phonemic awareness skills and other pre-reading skills. Research based programs used are Phonics First, LLI (Leveled Literacy Instruction). Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes. These groups range in size from two to five students.

Students in first grade who are underachieving receive the services of a first grade interventionist who focuses on specific phonemic awareness skills along with other pre-reading skills. Programs used are Phonics First, LLI (Leveled Literacy Instruction). Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes.

Eligible students in second through fifth grades receive targeted reading instruction from Learning Support Staff, using research based instructional strategies and programs like Read Naturally for reading fluency, LLI (Leveled Literacy Instruction). Groups meet four to five times per week for 30 minutes each time.

#### Math

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Eligible students in kindergarten through fifth grades receive targeted math instruction and interventions from Learning Support Staff using the I-Ready program. Groups meet three to five times per week for 30 minutes each time.

### Science and Social Studies

Eligible students in kindergarten through fifth grade receive additional instruction and support as provided by classroom teachers and Title I staff through non-fiction, content specific literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas. These groups meet multiple days per week for 15-20 minutes during each session.

### Additional Services/Opportunities

Additional opportunities for eligible students currently available include after school math support through Pine Tree Elementary's Math Club, after school tutoring provided by Lake Orion High School National Honor Society students, and summer school offered at the district level for elementary aged eligible students.

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### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

All students receive 90 minutes of core literacy instruction every day. Additional opportunities for eligible students exists beyond the core instruction. Students who meet eligibility requirements meet with Title I staff for additional intervention which takes place three to five times per week at 10 - 15 minutes each session.

In math every student receives 50 minutes of core instruction daily. Additional opportunities for eligible students beyond the core curriculum also exists for these students. Students who meet Math eligibility requirements meet with Title I staff for intervention time three to five times per week for 15-20 minutes each session.

Science and Social Studies content are integrated into the literacy block, with an additional 20-30 minutes two days per week spent on both Science and Social Studies.

Within our school improvement process we are consistently working to close the achievement gap. Our school improvement plan is designed to increase student achievement. Title I staff and parents are members of the School Improvement Team. Our school improvement goals state we expect all students to show growth, and we provide interventions and differentiated instruction to assure all students demonstrate this. Our school improvement plan includes analysis of achievement data for all students. Students who are identified as underachieving are eligible to receive interventions. These services are included in our school improvement plan. It is Pine Tree's goal to have all of our students, especially Title identified students, to achieve to the best of their ability.

## Component 4: Instructional Strategies

### 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The instructional strategies that help students reach the State's standards are:

Timely additional pull out services through the Leveled Literacy Intervention System (LLI). Eligible students meet with the Title staff in small group or one to one settings weekly for thirty minutes per session. Title staff work on student's specific skills in reading, writing, and content area vocabulary and nonfiction text structure. Grade level classroom strategy groups are formed to assist both Title and non-eligible Title students in reading through the CARS and STARS, or Read Naturally programs. Classroom teachers also use Incremental Rehearsal for those students whose site word vocabulary is below grade level. Through the "If..Then" component of the district's reading program classroom teachers are able to target classroom instruction to those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students.

Eligible students receive pull out services for math. Students meet with Title staff in small group or one to one settings weekly for 20-30 minutes per session addressing specific skills. Skills are identified through the Math Expressions Tier components and benchmark assessments. Grade level classroom strategy groups are formed to assist both Title and non-eligible Title students in math through CAMS and STAMS. Classroom teachers also use Incremental Rehearsal for those students whose foundational facts are below grade level.

### 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The research based methods and strategies that we base our instruction on are:

Common planning time among grade level teachers. Teachers and intervention specialist have time to decipher data and incorporate strategies to target individual students and help increase whole class student achievement.

Curriculum based committees include teachers from across grade levels, special area teachers and special education teachers. These committee's focus on school improvement goals, curriculum and assessments.

Small group targeted instruction to provide additional time for students who have not yet mastered a skill. This practice is seen in our ELA Learning Support and Math Learning Support time.

Involve parents in the decision making process through parent meetings, conferences, and information that is sent home.

Communication - teachers send home weekly newsletters documenting current and future learning targets. Newsletters are also sent home monthly from the office detailing upcoming school events and tips to increase parent involvement. These newsletters also list information for parents on how to help their students at home.

Curriculum Development. City, E., Elmore, E., Fiarman, S., and Teitel, L. (2009). *Instructional Rounds in Education*. Cambridge MA Harvard Education Press.

DuFour, Richard & Eaker, Robert. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN; National Educational Service.

Marzano, R. & Pickering, D. & Pollock, E. (2001). *Classroom Instruction that works* Alexandria, VA; Association for Supervision.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA; Association for Supervision and Curriculum Development.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The extended learning program is made possible because we have four full time and one half time Title I teachers who meet with students daily. Students are identified for the Title I program if they fall below the grade level proficiency criteria on classroom assessments. The most at risk students are placed at the top of the list in each grade and subject and then services are offered to students who need the most support. Title students are progress monitored to make sure skills are being taught to their level of performance and growth needs. Title teachers provide Tier II and III support with push in and pull out services. Title teachers also collaborate with general education teachers about identified students to make sure that accommodations for those students are occurring in the classroom. Title teachers also hold parent meetings to ensure that parents are equipped with skills and strategies to help their child at home. Instructional resources and programs are all focused on the four core areas of instruction. The program that we use in Tier II and III is LLI (Leveled Literacy Instruction). This program offers additional practice with skills learned in the core curriculum. All instructional materials are based on the CCSS. All of these components together help to create and ensure that students are receiving a quality curriculum.

Title teachers track the progress of students through progress monitoring in LLI, CORE, and additional running records, fluency assessments, and vocab acquisition in the corresponding core subjects to ensure that intervention services are making a difference and accelerating student learning. These supplemental learning programs offer identified students more time, a different method of instruction as most are conducted one on one or in reduced sized groupings. The services are closing the achievement gap as students have shown growth through ongoing progress monitoring.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

All Title students receive core instruction by their classroom teacher inside their classroom. Students who are identified for Title I are placed with Title I reading teachers to receive an additional layer of instruction outside their 90 minute core literacy block. Identified Title students who also need more support are pulled during a time that is coordinated with the classroom teacher to ensure that the student is not missing core instruction in any area. General education teachers build an additional 20-30 minutes into their day to provide time for remediation in the classroom, or to provide choice time for students. It is during this time that Title students receive services either individually in the classroom or with a title teacher in small groups.

Additionally, the policy of Lake Orion Community Schools is that students are not pulled for additional support during reading or math

instruction in the classroom. Learning Support Staff schedules and classroom schedules verify compliance with this policy. Groups are pulled from the classroom during non-core instruction and last anywhere from 15-30 minutes daily up to three to five times per week.

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## Component 5: Title I and Regular Education Coordination

### 1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Title teachers meet monthly with general education teachers. These meetings allow general education teachers to bring up areas of concern with students who are identified to be at risk by not meeting grade level benchmarks. Title teachers offer ideas to support. It is at these meetings where general education teachers and Title I staff decide to let parents know of if additional time needs to be provided by the Title Staff. Limited English Proficiency staff meets with classroom teachers of eligible students monthly. These meetings allow the classroom teacher of the student who is eligible to receive Limited English Proficiency support services discuss with the LEP staff any areas of concern. It is at these meetings where general education teachers and LEP staff decide to let parents know if additional support time is needed.

At monthly grade level meetings Title I staff communicates progress-monitoring feedback to general education staff. This allows for open and consistent communication between the general education staff and Title staff.

The role of the Title I staff in the school is to provide support to students we have identified to be the most at risk through benchmark assessments and is not proficient in achievement on grade level standards.

Decisions are made about students entering and exiting the Title I program by showing deficiency in any core subject based on benchmark assessments. Students exit the Title I program by meeting the grade level standard cut score on the benchmark assessment tests for their given grade.

### 2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

The Kindergarten transition plan begins in the spring when Kindergarten teachers visit the district preschools to share information and discuss students transitioning to kindergarten. Our kindergarten teachers observe in the preschool classrooms to further increase their knowledge of the students. The preschool teachers also observe in the kindergarten classrooms to better understand the expectations for their students who will be going to kindergarten.

Also in the spring, Kindergarten teachers also offer Kindergarten Information and Registration Night. This is an event geared toward incoming Kindergarten parents. During this meeting, Kindergarten teachers and the principal go over what a typical day looks like in Kindergarten. A slide show is presented along with informational posters to provide parents information that they may need about Kindergarten. Parents are given an opportunity to meet with the kindergarten staff members as well as other grade level and ancillary staff members, and ask questions if needed, playground, and office.

During the summer, new kindergarten students are invited to come to the school and participate in Kindergarten Screening. Students come to school and spend a few hours with the kindergarten teachers and a small group of new kindergarten students. Students are engaged in small group and one on one activities. Teachers observe student interactions with their peers in small groups. Teachers also work one on one with students to gauge their school readiness and basic knowledge.

The week before school, all students (including kindergarten) are invited to a Meet Your Teacher event. Students and their families are invited to the school to visit their classrooms, drop off any school related materials or supplies and have tour of the school.

On the first day of school, all kindergarten students and their families are invited to the school to experience what a day in kindergarten is like. In the classroom, students and their parents experience and learn about our Literacy, Math, Science, and Social Studies curriculum. Parents are provided with materials so that they can continue to support learning at home. Students are able to visit the classrooms, see the cafeteria, gym, library, playground, and take a short tour of the school. Parents are also given another opportunity to hand in paper work and ask questions.

The last part in our transition is our staggered start. On day 2 and 3 of the school year, Kindergarten has a staggered start. One half each of kindergarten class will attend on those days (day 2 and 3). Having the smaller class size on the first day allows students to feel comfortable being in a school environment and get to know the routines of the day. On day 4 of school all kindergarten students attend together and begin their year as classmates. All of these transition activities are beneficial to give our youngest learners the best start to their educational journey.

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**Component 6: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Lake Orion Schools only hires highly qualified instructional staff.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Lake Orion Community Schools only hires highly qualified certified teaching staff.	

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## Component 7: High Quality and Ongoing Professional Development/Learning

### 1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Teacher, Learning Support Staff, and the Principal will participate in the following sustained and ongoing PD for 2015-2016 school year.

Our Learning Support Staff (LLS) receives ongoing training in using the Leveled Literacy Intervention System (LLI) - The Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. It is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. This intervention program is used to support our eligible students.

Our Kindergarten Interventionist receives training on instructional strategies and progress monitoring for phonological awareness and pre-reading skills. The monthly professional development agenda is scheduled by the school psychologist and teacher consultant.

Classroom teachers attend grade level data meetings each semester to receive and review previous training about analyzing AIMS Web data. Aims Web is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. Aimsweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. With progress monitoring, aimsweb determines the effectiveness of the interventions, and whether students are progressing sufficiently to meet year-end goals.

Classroom teachers and Special Education Staff receive ongoing training on the philosophy and strategies for Multi-Tiered Systems of Supports (MTSS). Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom.

All teachers receive ongoing training to implement Common Core Standards for Mathematical Practices through the math textbook series from the district math coaches. The series focuses on the priority core concepts at each grade level, identified by the Common Core State Standards, to build in-depth understanding of major mathematical ideas. The Standards for Mathematical Practice are incorporated into all of the lessons and the Learning Progressions are referenced throughout the Teacher's Edition.

All teachers receive extensive training each semester to implement the district wide English/Language Arts program. The district ELA coach arranges and develops the training. The professional development targets classroom instruction for those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students. Reading levels of all students are tested quarterly. These assessments test each student's fluency and comprehension skills. This allows the teacher to have students read at their independent level. Both in reading and writing students are assessed using rubrics. Teachers adjust student instruction using these rubrics to elevate student learning.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Parents and paraprofessionals will be provided professional development after school and at night, where they will learn about strategies and activities that they can incorporate at home or in sessions to support their children. Parents will also be sent literature on the different strategies, activities and programs offered in school. The first set of literature will be parent compacts, guides, and policies sent home during our beginning of the year Curriculum Night. Grade level specific literature and websites will also be shared with parents and discussed at Parent/Teacher Conferences throughout the school year. The parent advisory group will also be consulted when planning professional development.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Please see the attached Professional Development Calendar	2016/2017 Pine Tree PD Plan

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## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

At Pine Tree Elementary, we have a parent advisory committee. At the beginning of each year Title I parents are given information at the annual Title meeting in September about the committee. Parents are encouraged to join the committee. Meetings are held annually with parents to review the compact, review the Title program, and ask for suggestions for improvement. Each time a student qualifies for Title services, information is sent home about the Title program and how parents can be involved. Pine Tree Elementary also participates in perception data surveys. These surveys are conducted in the fall at parent/teacher conferences. Data is analyzed from the surveys and an informational sheet explaining the survey results is sent home to families in the fall.

In an effort to communicate policy involvement, Pine Tree Elementary will convene an annual, Title I meeting to which all Title I parents will be invited in the fall. This meeting is to inform parents of Pine Tree Elementary's Title I plan and parental rights. We will also share the Pine Tree Elementary's Title I policy and compact and ask for parent feedback. Pine Tree Elementary will involve parents through annual meetings held in the fall and spring of the school year in the planning, review, and improvement of programs under Title I. Pine Tree Elementary will provide participating parents timely information regarding meetings, explanation of the curriculum, assessment, proficiency levels and progress. Pine Tree Elementary will also respond to any suggestions.

In an effort to create a true partnership between home and school, a school-parent compact has been developed by staff and parents and includes the roles of the teacher, the parents and the student in that child's education. The compact outlines how the school and parents will share the responsibility for improved students' academic achievement. This compact is used annually at elementary-level parent/ teacher conferences. Title I parents will be provided with progress reports and will be offered opportunities to volunteer and participate in their child's schooling. The policy was created with parents and explains how the requirements of the law are fulfilled through the activities in the building.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are involved in the implementation of the Targeted Assistance program in a variety of ways. Parents are encouraged to participate in the annual parent meeting that is held in the fall. Parents are also encouraged to join the parent advisory committee. Parents are also given literature about how to help their child at home. Homework is sent home with Title students that provides a parent component to explain ways to encourage skills outside of school. Parents are encouraged to complete the homework with their child, sign the homework, and ensure that students turn their homework in. Each time we offer a Title funded program, we hold a parent meeting to explain the program to parents, to get feedback, and to answer questions parents have. We also have a school compact that is reviewed with parents at conferences by the general education teacher. Time is scheduled twice a year for parents to conference with Title teachers. A parent advisory committee is also in place where we discuss the Title compact and programming twice annually. Parents are also provided surveys at the end of a Title funded program period to gain feedback on the program. Perception data surveys are also offered in the spring during parent teacher conferences.

# School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are invited to annual meetings to discuss Title programming and learn about what Title offers. A parent advisory committee meets twice a year to review the parent compact and policy and suggest changes as needed. Parents are given surveys to complete after programming has taken place to provide feedback on the program. Information about student progress is sent home twice a year during report card time. Student data is analyzed and shared out at PTO meetings and board meetings to inform all stakeholders on how we are closing the achievement gap.	

#### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

In September our Title I staff holds a meeting to provide assistance to parents of children served by Title staff to help them understand academic content standards and student academic achievement standards. During this meeting, Title staff provides parents information on state and local academic assessments and how we monitor a child's progress and work with their classroom teacher to improve the achievement of their children. During this meeting, Title staff provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Sample homework packets are given and educational websites and app ideas are also provided.

During professional development days and staff meetings, information is provided to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our building currently uses weekly newsletters, texting features, email, and websites to inform parents.

Pine Tree Elementary and early child programs offer Head Start and after school and summer school programming to help provide our youngest learners with a rich instructional background. Parent information nights are held throughout the year to provide information for parents of preschool through grade 5 students tips on how to successfully help their child at home.

Staff at Pine Tree Elementary shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Staff also reach out to parents through email, newsletters, and parent invites to invite parents to contact our staff if they need additional support in helping their child be successful.

#### Section 1118 (e) (1)

In an effort to help parents understand the State's content standards (also known as grade level content expectations), and The Common Core standards, teachers write their weekly newsletters specifically to share with parents what their child is learning that week and the content is aligned with the State's grade level content expectations and common core standards. Further, a paper copy is sent home with those children whose families indicate they prefer / require that format. Progress reports and report cards are sent home quarterly. Parent/teacher conferences are held twice a year to help families monitor their

child's progress.

Section 1118 (e) (2)

In an effort to provide materials and training to help parents work with their children, core content specific nights are offered at Pine Tree Elementary for parents to come in and learn how to work with their children in those areas. Teachers share activities parents can do with the children at home to support their learning. They do this during conferences and various informal meetings throughout the year.

Section 1118 (e) (3)

In an effort to train staff to build effective parent involvement, professional development time will be allocated to activities that build their capacity for improving parent involvement such as understanding forms of parent participation, obstacles for parent participation, and working to get positive parent participation. Specific research used includes:

Myers, M. S. & Myers, C. B. (2013). The dynamics of parental involvement in U.S. schools from 1996 to 2007. *Journal of School Public Relations* 34(1), 74.

Section 1118 (e) (4)

In an effort to collaborate with other programs such as Head Start, Great Start Readiness Program, or some other State-run preschool program, the kindergarten staffs at Pine Tree work in conjunction with the staff of the preschool programs to ensure as smooth a transition as possible for those children moving into the regular K-12 system.

Section 1118 (e) (5) and Section 1118 (f)

In an effort to communicate with all of our families, we will coordinate with the Oakland County ISD to do our best to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the ISD.

Section 1118 (e) (14)

In an effort to provide parents with reasonable support, Pine Tree Elementary will hold annual meetings, maintain open lines of communication through phone, email, and face to face meetings to provide additional supports as it is requested.

**5. Describe how the parent involvement activities are evaluated.**

Parent involvement activities are evaluated through parent surveys. After each Title I sponsored activity, parents are given a survey to provide feedback on the program. The data is analyzed after the programming and presented to stake holders through PTO and board meetings. Pine Tree Elementary collects feedback from parents at the culmination of every Title I sponsored program, during parent teacher conferences with the data perception surveys, after Title programming meetings, and through our PTO and parent advisory committee. Most often the feedback is collected by a paper or online survey.

**6. Describe how the school-parent compact is developed.**

The parent school compact is developed by using guidelines from the Title rubric. All stake holders (administrators, parents, teachers, Title I staff, community members, and ancillary staff) are involved in the process. A skeleton of the compact was created. Staff members gave input on what should be included in the compact and who should be responsible for what activities. The principal, staff, and parents meet during a parent advisory meeting to review the compact through discussion. The compact is a document that is collaboratively created through the partnership of all stake holders working together to close the achievement gap and ensure academic achievement.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title I School - Parent Compact is attached.	Pine Tree parent compact

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

The school provides parents with quarterly progress reports and two report cards per year. Opportunities are provided at conference times for parents to get any additional information regarding programs, instruction, and assessment. As needed we use the assistance of Oakland Schools Intermediate School District to help us find an interpreter, translator, or other resources that may be needed to adequately report progress on any assessment or grade level content or common core standard.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The Title I Parental Involvement Policy is attached.	Pine Tree parent involvement plan

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

The parent compact is discussed by the general education classroom teacher with Title I parents during conferences in the fall.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Pine Tree Elementary School coordinates and integrates federal, state, and local funds to serve eligible children through the goals stated in the school improvement plan. The supporting funds utilized by Pine Tree Elementary School are derived from the following sources:

#### Federal Funding Title IA

Academic Intervention Support: Pine Tree Elementary has three full time and one half time Title I teachers who work to provide reading support to Title I identified students. Pine Tree Elementary also has two full time Title I teacher who works to provide math support to Title I identified students.

#### Parent Involvement Support:

Pine Tree Elementary hosts a Math Night at the local community Kroger grocery store. Funds are used to provide incentives for parent participation.

LLI intervention materials are used to provide supplemental instruction through push in and pull out.

#### Title IIA

#### Professional Development:

In 2015-2016 Pine Tree Elementary will engage in ongoing Professional Development related to using data to drive instruction. Substitute teachers are provided for staff to participate in this professional development during the instructional day.

Administrators attend Professional Development conferences and workshops.

#### Building Intervention Team

In 2015-2016 Pine Tree Elementary will have SST meetings. This will include the Principal, Social Worker, Psychologist, Interventionist, Classroom Teacher(s) and Paraprofessional(s). This team will meet every four to six weeks to review and analyze whether students are ready to leave intervention groups or need to be added to intervention groups. They will also determine what type of intervention will be needed, how often and for what amount of time.

#### Federal Funds Title III

Pine Tree Elementary provides ELL support to eligible students. This service is coordinated with district ELL staff and an ELL teacher is present two to three days per week to deliver instruction to eligible students.

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#### Federal Funds IDEA

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Social workers provide support to students by addressing mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as with individual and group counseling techniques

Special education teachers create a flexible program and learning environment that provide specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Oakland Schools also supports special education with paras, OT, PT, speech and language, autism consultants, psychologist, and transportation

Special Education professional development is also offered to special education teachers and paras.

### Federal Funds

NSLP: The National School Lunch Program provides students with a healthy and free breakfast and lunch. We currently have 37% of our student population identified as free/reduced lunch candidates. These students are provided free breakfast and lunch through coordination with this program.

### State Funding

Pine Tree Elementary utilizes state aid funding to deliver instruction to students in all grade levels, including those eligible for Title services and those participating solely in general education instruction.

### Local Funding

Parent Teacher Organization: The Pine Tree Elementary PTO is very active within the building. They provide funding for field trips, enrichment assemblies, and funding for a new entrance to the main office. Teachers may also request money to purchase materials for their classrooms or for field trips by filling out a form provided by the PTO. Within the school the PTO organizes activities for students and staff such as movie nights, school wide celebrations and activities.

## **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

At Pine Tree Elementary, which services students in grades Kindergarten through fifth grades, the coordination of local, state, and federal services includes the following:

\*Local grants fund the Olweus Bullying Prevention Program. This program is delivered to all students in grades Kindergarten through fifth grades.

## School Improvement Plan

Pine Tree Elementary School

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\*Local funds provided through our Parent Teacher Organization are directly provided to all students in grades Kindergarten through fifth grades through the funding of field trips and supplies for the classroom.

\*State pupil aid funds are utilized to provide programming and educational delivery for all pupils in the school.

\*Breakfast and lunch is provided to students who qualify for free/reduced lunch, which this year is 37% of our student population, through federal funding provided to the district.

\*Federal Title I funding is used for Title staff to provide additional supports for students identified as qualified for services under entry guidelines.

\*Federal funds provided through IDEA are used to fund our Kindergarten Interventionist who assists qualified students in the area of reading.

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## Component 10: Ongoing Review of Student Progress

### 1. Describe how the progress of participating students is reviewed on an ongoing basis.

Participating students are progressed monitored through different literacy and math intervention strategies dependent upon what the student needs. Students' performance is measured against grade level benchmark scores. Grade level staff discuss student data bi-monthly to make plans for accommodations within their classrooms. Quarterly, general education staff along with Title staff meet to analyze student data and create or revise a plan to best meet the students' needs.

### 2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The Targeted Assistance Program is revised by holding meetings with all of the stake holders on an annual basis. Each time we hold a parent, benchmark, or school improvement meeting we look at student data to see how our students are performing. Staff, student, and parent surveys are taken into consideration and programs are changed or enhanced to provide the best learning opportunities for our at risk students. Students in the Title programming are progressed monitored and assessments are administered. Instruction is adjusted as a result of analyzing student data to determine what the student needs.

### 3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been trained on how to administer student assessments by our district Reading Consultant, district Math Consultant, and our building School Psychologist. They have attended workshops and participated in professional development in using MTSS in all core areas. Teachers work closely with Title and ancillary staff to identify students who many need Title assistance. Staff meet monthly with Title staff to discuss ideas for interventions for at risk students. Core instruction is provided to every student in the classroom and accommodations are provided.

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## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Pine Tree Elementary evaluates the implementation of the program annually with parent, staff, and student surveys. We also analyze student data to see where students have grown and what areas we still need to target. After the surveys and data are analyzed, the school improvement team along with the title representative meet to discuss areas for improvement in the program.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Pine Tree Elementary evaluates the results of programming by looking at Teacher's College reading levels, M-Step data and classroom observations to determine if programs are effectively meeting the needs of our students. Based upon these reviews, and through dialogue with all stakeholders, we make programmatic adjustments as needed.

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

Pine Tree Elementary looks at data collected throughout the year such as Teacher's College Reading levels and AIMSWeb testing to assess student growth. Students who participate in the programming are given pre and post tests to determine growth. Survey information from parents, students, and staff is also taken into consideration.

**4. Describe the process that 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.**

Pine Tree Elementary school has a school improvement team that meets monthly to analyze data and plan continuous improvement. The parent advisory committee is also asked to confer with the school improvement team to look at what is currently being implemented. Feedback is given from each meeting and then adjustments are made as necessary to continually improve the programming and increase student achievement.

## Pine Tree SIP goals 16-17

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## Overview

### Plan Name

Pine Tree SIP goals 16-17

### Plan Description

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## 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	Students will increase student growth in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$45282
2	Students will increase student growth in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$6000
3	Students will increase student growth in content area literacy.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$700
4	Students will increase student growth in reading.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$91927

## Goal 1: Students will increase student growth in math.

### Measurable Objective 1:

80% of All Students will increase student growth in solving problems in Mathematics by 06/17/2016 as measured by State assessments, AIMS Web, District Common Assessments, and teacher observation..

### Strategy 1:

Extended Learning Opportunities - Teachers will provide research based, Common Core based learning opportunities for economically disadvantaged students beyond the school day/year.

Category:

Research Cited: Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha Process, Inc.

Houghton Mifflin,Harcourt(2013) Math Expressions. Orlando, Florida. This research based series focuses on building conceptual supports that include special language, drawings,manipulatively, and classroom communication methods that facilitate mathematical competence.

Tier: Tier 2

Activity - Kroger Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will join students and their parents at the local Kroger store to complete "real life" grocery store math activities/tasks focusing on healthy food choices. 1. Math Committee develops questions and activities. 2. Teachers visit Kroger and plans logistics. 3. Invitation sent to parents with RSVP. 4. Teachers and Learning Support Staff participate in event. 5. Parents complete survey. 6. Staff analyzes survey data to determine next steps.	Parent Involvement	Tier 1	Implement	09/03/2013	06/16/2017	\$100	General Fund	Members of the math committee, Learning Support Staff, teacher and staff members
Activity - After School Homework Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide one hour after school homework support for math two times a week.	Direct Instruction	Tier 2	Implement	03/18/2014	06/16/2017	\$1356	General Fund	Grade Level Classroom Teachers

### Strategy 2:

Math Professional Development - Our district math coach, district administrators, and teachers on the math committee will design and deliver ongoing professional development on instructional strategies that address the Common Core Math Standards and implementation of the Math Expressions Series.

Category: Mathematics

## School Improvement Plan

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Research Cited: <http://www.achieve.org/new-research-links-common-core-math-standards-higher-achievement>

Tier: Tier 1

Activity - Math Common Core Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a series of professional development workshops focusing on research based instructional strategies for implementation of the math common core standards.	Professional Learning	Tier 1	Implement	08/28/2013	06/16/2017	\$6000	Title II Part A	Assistant Superintendent for Teaching and Learning District Math Consultant District Math Committee Classroom Teachers Learning Support Staff Instructors

### Strategy 3:

Math Learning Support - Learning Support Staff will provide individualized instruction on specific skills to meet the needs of underachieving students.

Category: Mathematics

Research Cited: Response To Intervention strategies, Grade level specific student achievement data, Collaboration and instruction with district math LSS staff members and instructional coaches

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Support Staff will provide additional instruction to students in a small group or individual setting addressing identified skills with targeted instruction using the Response To Intervention Model.	Academic Support Program	Tier 2	Implement	09/03/2013	06/16/2017	\$37826	Title I Part A	Learning Support Staff
Activity - Grade Level Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Differentiated math instruction planned and delivered through collaboration of classroom teachers and support staff to meet the needs of all students.	Direct Instruction	Tier 2	Implement	09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers Learning Support Staff Special Education Staff
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## Goal 2: Students will increase student growth in writing.

### Measurable Objective 1:

80% of All Students will increase student growth in persuasive writing in grades three, four and five in English Language Arts by 06/16/2017 as measured by using writing rubrics to score student writing samples.

### Strategy 1:

Research - Based Argument/Persuasive Essay - Teachers will further implement and utilize the Lucy Calkins Framework for the units involving persuasive/argumentative writing.

Category: English/Language Arts

Research Cited: Calkins, Lucy, Ehrenworth, Mary and Taranto, Annie. (2013). The Research Based Argument Essay. Portsmouth, NH: First Hand An Imprint of Heinemann.

Tier: Tier 1

Activity - Implementation of Calkins Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive training and provide feedback for review to effectively continue to teach new Lucy Calkins writing units.	Professional Learning	Tier 1	Implement	08/26/2013	06/16/2017	\$6000	Title II Part A	District ELA Coach and classroom teachers

Activity - Monitor and Evaluate Instructional Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor/Evaluate: Teachers will use rubrics to assess pretest and post-test student writing samples. Monitor/Evaluate: Staff will analyze data to determine next steps.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	No Funding Required	Literacy Coach Classroom Teachers

### Goal 3: Students will increase student growth in content area literacy.

**Measurable Objective 1:**

80% of All Students will increase student growth in understanding and applying acquired knowledge using nonfiction text focusing on science and social studies concepts in English Language Arts by 06/16/2017 as measured by district and state assessments in grades three, four, and five..

**Strategy 1:**

Building prior knowledge and vocabulary to better understand nonfiction science and social studies text - Teachers will engage students in reading nonfiction science and social studies text at their independent level to increase understanding of concepts and vocabulary.

Category:

Research Cited: Calkins, Lucy and Tolan, Kathleen. (2010). Navigating Nonfiction. Portsmouth, NH: First Hand An Imprint of Heinemann.

Tier: Tier 1

Activity - Content Area Vocabulary Pre-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will pretest student knowledge of science and social studies vocabulary and post-assess to track student growth in the designated measures.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$500	General Fund	Classroom Teachers Learning Resource Room Teachers Learning Support Staff
Activity - Implement: Vocabulary Development Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage students in activities that develop understanding of required science and social studies vocabulary, including staff members participating in science curriculum pilots at multiple grade levels. Classroom teachers and the Media Specialist will collaborate to access virtual field trips to further increase student vocabulary and concept development.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$200	General Fund	Classroom Teachers Learning Support Staff Learning Resource Room Teachers
Activity - Monitor/Evaluate: Content Area Vocabulary Post Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will post assess students to guide instruction and track student growth based upon designated measures.	Direct Instruction			09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers Learning Support Staff Learning Resource Room Teacher
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### Strategy 2:

Understanding Nonfiction Text Features. - Teachers will provide instruction for recognizing and understanding text features to increase comprehension of nonfiction text in social studies and science. Additionally, identified staff will participate in science curriculum pilots and provide feedback for district wide implementation.

Category: Science

Research Cited: Calkins, Lucy and Tolan, Kathleen. (2010). Navigating Nonfiction. Portsmouth, NH: First Hand An Imprint of Heinemann.

Tier: Tier 1

Activity - Implement: Understanding of Text Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use mini-lesson instruction to enhance student understanding of text features as they relate to navigating content area nonfiction text.	Direct Instruction	Tier 1		09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers

Activity - Monitor/Evaluate: Demonstrate Knowledge of Nonfiction Text Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will explain their knowledge of nonfiction text features through discussion, written responses, illustrations, and other graphic representations.	Direct Instruction	Tier 1		09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers

## Goal 4: Students will increase student growth in reading.

### Measurable Objective 1:

80% of All Students will increase student growth in fluency, accuracy, or comprehension in Reading by 06/16/2017 as measured by AIMS Web, Fountas and Pinnell Leveled Literacy Intervention program or Teachers' College Assessment.

### Strategy 1:

Reader's Workshop - Teachers will continue implementation of Reader's Workshop approach using Lucy Calkins Units of Study, Oakland Schools Units of Study, and other research based units of study.

Category: English/Language Arts

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Research Cited: Calkins, Lucy and Tolan, Kathleen. (2010). Units of Study for Teaching Reading. Portsmouth, NH. First Hand: An Imprint of Heinemann

Tier: Tier 1

Activity - Workshop Model Activites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the Workshop Approach in reading through daily mini-lessons, conferring with students, providing independent reading time, and involving students in sharing evidence. Monitor implementation and provide additional professional development in areas if needed.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers District Literacy Coach Principal District Curriculum Director

### Strategy 2:

Intervention for Underachieving Students - Staff will provide targeted instruction to students in an individual or small group setting in order to increase reading achievement for at-risk readers. Interventions will be research based and will be determined for each student based upon progress monitoring of achievement data.

Category: English/Language Arts

Research Cited: Response to Intervention,

Founnas and Pinnell. (2009). Leveled Literacy Intervention. Portsmouth, NH: First Hand An Imprint of Heinemann

Tier: Tier 2

Activity - Learning Support Staff Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement: Learning Support Staff (LSS) will provide differentiated, targeted instruction to students underachieving in reading using Leveled Literacy Intervention Program, Phonics First, and Phonemic Awareness Strategies, and C.O.R.E Framework.LSS will use progress monitoring to track student achievement and guide instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/16/2017	\$40857	Title I Part A	Learning Support Staff

Activity - Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation: Grade Level Teachers and Support Staff collaborate to provide differentiated targeted instruction to increase reading fluency and comprehension.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	No Funding Required	Classroom Teachers Learning Support Staff Special Education Staff

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Activity - Kindergarten & First Grade Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructors will provide interventions for Kindergarten and first grade students needing additional support in phonemic awareness, letter identification, letter sounds, beginning decoding skills and early reading skills.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/16/2017	\$33070	Title I Part A	Kindergarten & First Grade Interventionists
Activity - 2nd Grade Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained instructors will provide interventions for Kindergarten and first grade students needing additional support in phonemic awareness, letter identification, letter sounds, beginning decoding skills and early reading skills.	Academic Support Program	Tier 2		09/06/2016	06/16/2017	\$18000	Other	2nd Grade Interventionists

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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kroger Family Math Night	Teachers will join students and their parents at the local Kroger store to complete "real life" grocery store math activities/tasks focusing on healthy food choices. 1. Math Committee develops questions and activities. 2. Teachers visit Kroger and plans logistics. 3. Invitation sent to parents with RSVP. 4. Teachers and Learning Support Staff participate in event. 5. Parents complete survey. 6. Staff analyzes survey data to determine next steps.	Parent Involvement	Tier 1	Implement	09/03/2013	06/16/2017	\$100	Members of the math committee, Learning Support Staff, teacher and staff members
Content Area Vocabulary Pre-assessment	Staff will pretest student knowledge of science and social studies vocabulary and post-assess to track student growth in the designated measures.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$500	Classroom Teachers Learning Resource Room Teachers Learning Support Staff
Implement: Vocabulary Development Activities	Staff will engage students in activities that develop understanding of required science and social studies vocabulary, including staff members participating in science curriculum pilots at multiple grade levels. Classroom teachers and the Media Specialist will collaborate to access virtual field trips to further increase student vocabulary and concept development.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$200	Classroom Teachers Learning Support Staff Learning Resource Room Teachers
After School Homework Club	Teaching staff will provide one hour after school homework support for math two times a week.	Direct Instruction	Tier 2	Implement	03/18/2014	06/16/2017	\$1356	Grade Level Classroom Teachers

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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
2nd Grade Interventionist	Trained instructors will provide interventions for Kindergarten and first grade students needing additional support in phonemic awareness, letter identification, letter sounds, beginning decoding skills and early reading skills.	Academic Support Program	Tier 2		09/06/2016	06/16/2017	\$18000	2nd Grade Interventionists

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor and Evaluate Instructional Effectiveness	Monitor/Evaluate: Teachers will use rubrics to assess pretest and post-test student writing samples. Monitor/Evaluate: Staff will analyze data to determine next steps.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	Literacy Coach Classroom Teachers
Implement: Understanding of Text Features	Teachers will use mini-lesson instruction to enhance student understanding of text features as they relate to navigating content area nonfiction text.	Direct Instruction	Tier 1		09/03/2013	06/16/2017	\$0	Classroom Teachers
Workshop Model Activites	Teachers will continue to implement the Workshop Approach in reading through daily mini-lessons, conferring with students, providing independent reading time, and involving students in sharing evidence. Monitor implementation and provide additional professional development in areas if needed.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	Classroom Teachers District Literacy Coach Principal District Curriculum Director
Monitor/Evaluate: Content Area Vocabulary Post Assessment	Staff will post assess students to guide instruction and track student growth based upon designated measures.	Direct Instruction			09/03/2013	06/16/2017	\$0	Classroom Teachers Learning Support Staff Learning Resource Room Teacher

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Grade Level Intervention Time	Differentiated math instruction planned and delivered through collaboration of classroom teachers and support staff to meet the needs of all students.	Direct Instruction	Tier 2	Implement	09/03/2013	06/16/2017	\$0	Classroom Teachers Learning Support Staff Special Education Staff
Intervention Time	Implementation: Grade Level Teachers and Support Staff collaborate to provide differentiated targeted instruction to increase reading fluency and comprehension.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	Classroom Teachers Learning Support Staff Special Education Staff
Monitor/Evaluate: Demonstrate Knowledge of Nonfiction Text Features	Students will explain their knowledge of nonfiction text features through discussion, written responses, illustrations, and other graphic representations.	Direct Instruction	Tier 1		09/03/2013	06/16/2017	\$0	Classroom Teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Calkins Writing Units	Teachers will continue to receive training and provide feedback for review to effectively continue to teach new Lucy Calkins writing units.	Professional Learning	Tier 1	Implement	08/26/2013	06/16/2017	\$6000	District ELA Coach and classroom teachers
Math Common Core Instructional Strategies	Teachers will engage in a series of professional development workshops focusing on research based instructional strategies for implementation of the math common core standards.	Professional Learning	Tier 1	Implement	08/28/2013	06/16/2017	\$6000	Assistant Superintendent for Teaching and Learning District Math Consultant District Math Committee Classroom Teachers Learning Support Staff Instructors

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**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Support Staff Intervention	Implement: Learning Support Staff (LSS) will provide differentiated, targeted instruction to students underachieving in reading using Leveled Literacy Intervention Program, Phonics First, and Phonemic Awareness Strategies, and C.O.R.E Framework.LSS will use progress monitoring to track student achievement and guide instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/16/2017	\$40857	Learning Support Staff
Differentiated Instruction	Learning Support Staff will provide additional instruction to students in a small group or individual setting addressing identified skills with targeted instruction using the Response To Intervention Model.	Academic Support Program	Tier 2	Implement	09/03/2013	06/16/2017	\$37826	Learning Support Staff
Kindergarten & First Grade Interventionist	Trained instructors will provide interventions for Kindergarten and first grade students needing additional support in phonemic awareness, letter identification, letter sounds, beginning decoding skills and early reading skills.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/16/2017	\$33070	Kindergarten & First Grade Interventionists