



School Improvement Plan

Maple Grove Elementary School

South Haven Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was conducted by gathering various types of data. The school improvement team collected and analyzed student data throughout the year to determine priorities for the following year. Student and community data were shared with parents at monthly PTO meetings. Student, community and staff data were presented throughout the year at staff meetings, School Improvement meetings and data meetings. PTO provides monthly feedback to the principal at meetings regarding school initiatives, progress and areas of improvement.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

1. Demographic Data:

Maple Grove Elementary K - 3rd Grade

Student Count: 334

Attendance Rate: 95.2%

Free/Reduced Lunch Rate: 79.5% (100%)

Office Discipline Referrals: 122

School suspensions: 15

2015 Caucasian Students - 62% (213)

2015 African American Students - 6% (21)

2015 Asian Students - >1% - (1)

2015 Hispanic/Latino Students - 22% (74)

2015 2 or more ethnicities - 10% (34)

2016 Female Students - 49% (162)

2016 Male Students - 51% (167)

2016 Economically Disadvantaged - 52%

2015 Non-Economically Disadvantaged - 57%

2015 English Language Learners - 15% (52)

2015 Non-English Language Learners - 85% (291)

2015 Student with Disabilities - 17% (58)

2015 Students without Disabilities - 83% (285)

Conclusion on Student Demographic Data: Our student population shows trends in becoming more diverse as a ethnic subgroups continue to grow. Our overall enrollment data indicates a slight decrease over the past 3 years. Our office discipline referrals have decreased

significantly from 2015/2016.

Staff Data:

There are 14 classroom teachers in our K-3 building. With 4 Related Arts Teachers. There are 4 support staff teachers. There is one new staff member this year. Teacher seniority data:

30 + 3
20+ 5
10+ 4
10- 10

Community Data: Maple Grove is located on the eastern border of South Haven. Maple Grove is the larger of the two K-3 schools in the district. The population in the city has declined due to closing and or relocation of manufacturing companies in the area. A large portion of the city's income is the result of the summer tourism industry.

2. Perception Data:

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

The overall lowest level of satisfaction amongst our K-3rd students are:

1. I enjoy coming to school. 67% are satisfied
2. I am challenged by the work my teachers ask me to do. 68% are satisfied

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

Based on student surveys, the following actions will be taken:

1. Events and field trips will be spread out more evenly throughout the year.
2. Classroom teachers will build incentives for students to want to come to school.

Parent/Guardian highest level of satisfaction:

- | | |
|---|-----|
| 1. The principal ensures that the school is a place for learning. | 99% |
| 2. My child is safe at school. | 98% |
| 3. I feel welcome at my child's school. | 98% |
| 4. My child knows what his/her teacher expects of him/her. | 98% |
| 5. The principal sets high standards for staff and student performance. | 98% |

The overall lowest level of satisfaction among parents/guardians is:

1. I am informed about my child's progress at school. 90%
2. I am satisfied with child's social progress. 92%

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

The following actions will be taken to improve satisfaction:

1. The school will over communicate through FB, monthly and weekly newsletters that we use: eSpark,Zearn, provide Title support and provide daily small group instruction to individualize learning.

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2. A new report card was developed to provide detailed information regarding student progress both academically and socially.
3. Classroom teachers will create learning opportunities through interest based projects to address meeting the learning needs of all students.

The overall highest level of satisfaction among teachers/staff (Based on 2015/16 survey)

1. High quality work is expected of the adults who work at the school. 100%
2. Teachers do whatever it takes to help all students meet high academic standards. 93%
3. Students receive regular feedback about what they need to do to improve. 93%
4. Students receive extra help when they need it. 93%
5. Teachers discuss teaching issues on a regular basis. 93%
6. Staff members work together to solve problems related to school issues. 92%
7. The principal communicates information clearly. 89%

What area(s) indicate the overall lowest level of satisfaction among teachers/staff (Based on 2015/16 survey)

The overall lowest level of satisfaction among teachers/staff are:

1. The school uses a system to obtain a variety of perspectives when making decisions. 35%
2. Professional development opportunities are offered that support teaching expectations. 50%
3. Teachers receive regular feedback on how they are doing. 57%
4. Central administration office provide support for building level school improvement initiatives. 57%

The following actions will be taken to improve teacher/staff satisfaction:

1. Staff will be given an overview of the Schoolwide Decision making model.
2. Committee members from the math, ELA, science, social studies and PBiS will report in writing to their grade level team after meetings with updates and minutes. The chairpersons will send schoolwide emails. Decisions will be made at staff meetings.

3. Program/Process (the school systems review)

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

The results from the School Systems Review indicate that the following Standards are strengths:

Standard 5: A culture of Learning

Standard 4: Instructional Leadership

Standard 6: Organizational Management

Opportunities for Improvement:

The School Systems Review indicates that the following standards are currently a focus:

Standard 1: Curriculum

Standard 8: Professional Learning System

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.?

Teaching staff will receive 9 + hours of PD for the newly adopted reading curriculum (Reading Street). MG teachers will meet monthly at PLC, ELA Committee meetings and at grade level meetings to plan, discuss and learn from each other to develop ownership of the new curriculum. MG staff will continue the same process for Eureka Math this year. Teachers will meet at least monthly in PLC's, Math Committee meetings and grade levels to collaborate with each other and analyze data in the area of math. The science and Social Studies Committee

meets monthly to analyze data and present at staff meetings.

4. Student Achievement Data

Data that was reviewed:

The CNA reviewed data from M-STEP (Math, ELA, Science and Social Studies)

NWEA/MAP (Math and Reading)

Local assessments (Eureka Math, writing, science and social studies)

Conclusions regarding the data:

Math- 78% of our students made their projected RIT growth on the Spring NWEA assessment

92% of our students scored proficient on the District Unit assessments

36% of our 3rd grade students scored proficient/advanced on the 2016 M-STEP

Reading- 63% of our students made their projected RIT growth on the Spring NWEA assessment

40% of our 3rd grade students scored proficient on the 2016 M-STEP

66% of our students scored proficient on the spring DIBELS

Writing- 80% of our students scored proficient on local writing assessments

42% of our 3rd grade students scored proficient on the 2015 spring M-STEP

Science- 95% of our students are proficient on local science assessments

9% of our 4th grade students are proficient on the 4th grade 2016 M-STEP science

Social Studies- 92% of our students are proficient on local social studies assessments

18% of our districts 5th grade students scored proficient on the 2015 M-STEP

State's Top to Bottom List Ranking 2013 - 2014 (no top to bottom rankings calculated for 2014-15)

Percentile by building:

Lincoln - 41

Maple Grove - 42

North Shore - 53

Baseline - 22 (Focus School)

LC Mohr - 12 (Focus School)

Data Reviewed:

2014 MEAP Data, 2015 and 2016 M-Step Data, Spring 2016 NWEA - Math & Reading

ELA: 3rd Grade MEAP/M-STEP Proficiency-MG

2014 Aggregate 60%

2015 Aggregate 35%

2016 Aggregate 40%

Increase of 5%

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ELA: 3rd Grade MEAP/M-STEP Proficiency - Subgroup: Gender - MG

2016 Males	38%
2016 Females	43%
Discrepancy	5%

2015 Males 35%

2015 Females 35%

Discrepancy 0%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2016 Economically Disadvantaged	33%
2016 Non Economically Disadvantaged	48%
Discrepancy	15%

2015 Educationally Disadvantaged 26%

2015 Non-Educationally Disadvantaged 50%

Discrepancy 14%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2016 Students w Disabilities	44%
2016 Students w/o Disabilities	9%
Discrepancy	35%

2015 Students with Disabilities 11%

2015 Students without Disabilities 38%

Discrepancy 27%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

2016 LEP	0%
2016 LEP	46%
Discrepancy	46%

2015 Limited English Proficient 31%

2015 Non-Limited English Proficient 36%

Discrepancy 5%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - MG

2016 Primary/Majority Ethnicity Proficient	(51) 45%
2016 Asian Proficient	(0) N/A
2016 Black Proficient	(7) 29 %
2016 Hispanic Proficient	(15) 20%
2016 Multi-Racial Proficient	(9) 56%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - MG

2016 Migrant Proficient N/A%
2016 Non-Migrant Proficient N/A
Discrepancy N/A

Reading (Local): Kindergarten - MG

Assessment NWEA Reading
Year Spring 2017
% of students > 80th percentile 52%

Reading (Local): 1st Grade - MG

Assessment NWEA Reading
Year Spring 2017
% of students > 80th percentile 46%

Reading (Local): 2nd Grade - MG

Assessment NWEA Reading
Year Spring 2017
% of students > 80th percentile 55%

Reading (Local): 3rd Grade - MG

Assessment NWEA Reading
Year Spring 2017
% of students > 80th percentile 54%

Mathematics: 3rd Grade State Assessment Proficiency - MG

2014 Aggregate (MEAP) 40%
2015 Aggregate (MSTEP) 53%
2016 Aggregated (M-STEP) 40%
Decrease of 13%%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Gender - MG

2016 Males 39%
2016 Females 43%
Discrepancy 4%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2016 Economically Disadvantaged 31%
2016 Non-Economically Disadvantaged 50%
Discrepancy 19%

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Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2016 Students with Disabilities 9%

2016 Students without Disabilities 45%

Discrepancy 36%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

2016 Limited English Proficient 0%

2016 Non-Limited English Proficient 46%

Discrepancy 46%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - MG

2016 Primary/Majority Ethnicity Proficient 50%

2016 Asian Proficient N/A

2016 Black Proficient 29%

2016 Hispanic Proficient 7%

2016 Multi-Racial Proficient 56%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient 50%

2015 Non-Migrant Proficient 53%

Discrepancy 3%

Mathematics (Local): Kindergarten - MG

Assessment NWEA Math

Year Spring 2017

% of students > 80th percentile 60%

Mathematics (Local): 1st Grade - MG

Assessment NWEA Math

Year Spring 2017

% of students > 80th percentile 60%

Mathematics (Local): 2nd Grade - MG

Assessment NWEA Math

Year Spring 2017

% of students > 80th percentile 56%

Mathematics (Local): 3rd Grade - MG

Assessment NWEA Math

Year Spring 2017

% of students > 80th percentile 63%

WRITING

(Percent of questions answered correctly - not percent of student's proficient)

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - MG

2015 Aggregate 42%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2015 Educationally Disadvantaged 41%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2015 Students with Disabilities 26%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

2015 Limited English Proficient 45%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - MG

2015 Migrant Proficient 43%

Writing: 3rd Grade Percent of Items Answered Correctly - Subgroup: Ethnicities - MG

2015 Primary/Majority Ethnicity Proficient (55) 47%

2015 Asian Proficient (1) 75%

2015 Black Proficient (8) 36%

2015 Hispanic Proficient (19) 39%

2015 Multi-Racial Proficient (3) 55%

Discrepancy (White & Hispanic) 8%

Writing (Local): Kindergarten - MG

Assessment Classroom Data

Year Spring 2017

Proficient 95%

Writing (Local): 1st Grade - MG

Assessment Classroom Data

Year Spring 2017

Proficient 85%

Writing (Local): 2nd Grade - MG

Assessment Classroom Data

Year Spring 2017

Proficient 92%

Writing (Local): 3rd Grade - MG

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Assessment Classroom Data
Year Spring 2017
Proficient 90%

Science: 4th Grade M-STEP Proficiency

2015 Aggregate 15%
2016 Aggregate 9%

Science: 4th Grade M-STEP Proficiency - Subgroup: Gender

2016 Males 7%
2016 Females 11%
Discrepancy 4%

Science: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2016 Economically Disadvantaged 4%
2016 Non-Economically Disadvantaged 14%
Discrepancy 10%

Science: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2016 Students with Disabilities 0%
2016 Students without Disabilities 11%
Discrepancy 11

Science: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2016 Limited English Proficient 0%
2016 Non-Limited English Proficient 10%
Discrepancy 10%

Science: 4th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (84) 19%
2015 Asian Proficient (1) 100%
2015 Black Proficient (17) 0%
2015 Hispanic Proficient (31) 10%
2015 Multiracial Proficient (2) 25%
2015 American Indian/Native Alaskan Proficient (0) n/a

Science (Local): Kindergarten - MG

Assessment Battle Creek Science
Year Spring 2017
Proficient 100%

Science (Local): 1st Grade - MG

Assessment Battle Creek Science
Year Spring 2017

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Proficient 95%

Science (Local): 2nd Grade - MG

Assessment Battle Creek Science

Year Spring 2017

Proficient 97%

Science (Local): 3rd Grade - MG

Assessment Battle Creek Science

Year Spring 2017

Proficient 86%

SOCIAL STUDIES

Social Studies: 5th Grade MEAP/MSTEP Proficiency

2016 Aggregate 18%

2015 Aggregate 14 %

Decrease of 42%

Social Studies (Local): Kindergarten - MG

Assessment Local Assessments

Year Spring 2017

Proficient 100%

Social Studies (Local): 1st Grade - MG

Assessment Local Assessments

Year Spring 2017

Proficient 82%

Social Studies (Local): 2nd Grade - MG

Assessment Local Assessments

Year Spring 2017

Proficient 95%

Social Studies (Local): 3rd Grade - MG

Assessment Local Assessments

Year Spring 2017

Proficient 91%

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

The school goals were developed through the data analysis of: NWEA/MAP, District assessments, M-STEP and office discipline referrals. The following goals have been developed:

1. All students at Maple Grove Elementary will become proficient in mathematics based on state and district assessments.
- 2 All students at Maple Grove Elementary will become proficient in reading based on state and district assessments.
- 3 All students will be safe, respectful, responsible and kind in all learning and social environments.
- 4 All students at Maple Grove Elementary will score proficiently on local science assessments.
- 5 All students at Maple Grove Elementary will score proficiently on local social studies assessments.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Based on the data reviewed in each of the content areas (math, reading, writing, science and social studies) the school leadership team selected the following broad goals and strategies to address our areas needing improvement:

Reading- based on NWEA/MAP, DIBELS and M-STEP data our goal for the school is to increase proficiency in reading on district and state assessments. We will implement Accelerated Reader, implement a new reading curriculum and continue to partner with WMU to strengthen reading pedagogy and strategies to meet the learning needs of all of our students.

Writing- based on M-STEP and district assessment data our goal for the school is to increase proficiency in writing on both district and state assessments. K-3 teachers will use the writing process and follow a schoolwide on demand writing sample. We will also follow a common grade level pacing for writing (Reading Street). Teachers will use as a common rubric and score student work collaboratively.

Math- based on NWEA/MAP, district assessments and M-STEP data our goal for the school is to increase proficiency in mathematics on state, district and local assessments. K-3rd grade will continue to use Eureka Math, eSpark, and Zearn to strengthen student math skills.

Science- based on M-STEP and district assessment data our school goal is to increase proficiency on both state and district science assessment. Our schoolwide activity is to use Mystery Science as a supplement to the Battle Creek Science Kits. This year we will receive the NGSS Physical Science Kits for K-3.

Social Studies- based on M-STEP and district social studies assessment data our school goal is to increase proficiency on both state and district unit assessments. Teachers will meet with small groups to engage in pre-selected vocabulary activities.

PBiS- based on office discipline referral data our school goal is for all students to behave in a safe, respectful, responsible and kind manner

in all learning environments. Students will participate in Marvin and Jessie character education lessons and schoolwide incentive programs.

Component 2: Schoolwide Reform Strategies

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

Reading Schoolwide Strategies:

1. K-3 teachers will use the new Reading Street curriculum during the ELA Block.
2. K-3 students will use Accelerated Reader to increase fluency and comprehension during Daily 5
3. K-3 teachers will use the writing process and follow a schoolwide on demand writing calendar focussing on genres. Teachers will score student on demand writings using common rubrics at grade level meetings quarterly.
4. Teachers will utilize a variety of student engagement strategies to support individualized student growth.

Math Schoolwide Strategies:

1. 1st-3rd grade will continue to use eSpark during the 30 minute math Rtl Block at least 3 times a week.
2. K-3 teachers will continue to implement Eureka Math and use Zearn for lesson support.
3. Teachers will utilize a variety of student engagement strategies to support individualized student growth.

Science Schoolwide Strategy:

1. K-3rd grade teachers will use Mystery Science as a supplement to the Battle Creek Science Kits.
2. Teachers will use the new NGSS Physical Science Kit.
3. Teachers will utilize a variety of student engagement strategies to support individualized student growth.

Social Studies Schoolwide Strategy:

1. K-3rd grade teachers will implement strategies from: No More "Look Up the List" Vocabulary Instruction by Charlene Cobb and Camille Blachowicz to increase vocabulary development.
2. Teachers will utilize a variety of student engagement strategies to support individualized student growth.

PBiS Schoolwide Strategies:

1. K-3rd grade teachers will use classroom management strategies such as but not limited to CHAMPS, to maintain a quality learning environment.
2. K-3 students will participate in the schoolwide character development program: Marvin and Jessie through assemblies and classroom lessons.
3. K-3 staff will have their students participate in the schoolwide PBiS incentives (Caught Ya tickets).

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

Reading Strategies:

Teachers will increase instructional quality and quantity by providing students with Reading Street which is a research based reading curriculum, 90 minute ELA block, 30 minutes of Rtl, Accelerated Reader for fluency and comprehension, and daily student writing using the writing process with common rubrics.

Math Strategies:

Teachers will increase instructional quality and quantity by providing students with Eureka Math which is a current research based math curriculum, 60 minute math block, 30 minute RtI Block, Zearn math and eSpark for K-3rd grade students.

Science Strategy:

Teachers will use Mystery Science to supplement the Battle Creek Science Kits (Mystery Science is NGSS aligned). Teachers will use the new physical science kit which is aligned to NGSS. Teachers will also use strategies from the book: No More "Look Up the List" for vocabulary development.

Social Studies Strategy:

Teachers will utilize strategies from the book : No More "Look Up the List" Vocabulary Instruction to increase vocabulary development with our K-3rd grade students. Teachers will use the "Student Word Square" strategy for vocabulary development. This strategy will be used across the core curriculum when applicable.

Maple grove has scheduled in an RtI Block for Tier 2 intervention for both math and reading. Grade level teams have common instructional blocks to participate in grade level team meetings, PLC's to analyze student data and to make instructional adjustments where needed in a timely manner.

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

The following research based strategies in the schoolwide plan are aligned with the CNA results:

Reading Strategies: Teachers will begin to implement the new reading curriculum (Reading Street) and use Accelerated Reader Program based on trend data showing that our students are performing below average on state assessments (40% proficient). Trend data also shows that our students are scoring below the national average on NWEA/MAP reading assessments(52% proficient). Teachers will use the writing process with a common schoolwide on demand writing sample. Teachers will use common rubrics along with Reading Street writing lessons. This strategy was selected to address our writing scores on the last state assessment (Students scored 42% proficient).

Math Strategies: Teachers will implement Eureka Math curriculum and to continue to use eSpark for 30 minutes 3-5 times a week during the RtI block to address the below average proficiency scores on state assessments (36% proficient) and (60% proficient) on NWEA/MAP National average RIT scores. Teachers will support with Zearn math app.

Science Strategy: Teachers will continue to implement Mystery Science as a supplement to the Battle Creek Science Kits. This will address the below average proficiency scores on the science state assessment (9% proficient). The Mystery Science is aligned with NGSS standards. Teachers will use the new physical science kit from Battle Creek which is also NGSS aligned.

Social Studies Strategy: Teachers will address vocabulary deficiencies by participating in a book study and implementing the Student Word Square strategy to increase vocabulary development (18% of our students were proficient on the state assessment).

PBiS Strategies: Based on perception surveys and the number of office discipline referrals, we will continue to use a character education program (Marvin and Jessie) and provide staff to CHAMPS classroom management strategies. This information is based on: 122 office discipline referrals.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The following strategies will be used with students who are below benchmark in math and reading:

1. Daily RtI small group instruction for reading (Guided Reading strategies, phonics activities, fluency activities and comprehension activities and a new reading curriculum)
2. Daily 30 minute Guided Reading groups to increase reading fluency and comprehension skills and using Accelerated Reader
3. Explicitly stating the math, reading, science, social studies and writing objectives
4. Daily RtI math groups for students below benchmark using eSpark as an intervention
5. Fast ForWord

Specifically, students receive tiered intervention as follows:

Students who fall slightly below benchmark (Strategic) or slightly below national norms on NWEA receive: TIER 1 Interventions provided by the classroom teacher during the regular core instruction (this could include preteaching/reteaching/small group instruction/etc.) They also receive TIER 2 services in their individual deficit area. These TIER 2 services could include 1 or more of the following services: "push-in service from a Title I teacher or parapro, 90-120 minutes of weekly pull out intervention service from a HQ teacher or parapro using a scientifically researched based intervention program that targets their individual needs.

Students who score intensive or significantly lower than national norms on NWEA test will receive Tier 1 and Tier 2 interventions as described above unless identified as Tier 3. Tier 3 students receive services which could include additional intervention minutes per week (above the 120 minutes of Tier 2 intervention, 1:1 intervention services with a HQ teacher, special education services or other specialized programming.

Students who are below benchmark on NWEA assessments are progress monitored on a regular basis. TIER 2 students are progress monitored every 2-3 weeks to determine whether the students are making progress in their current program. Programming is adjusted if students fall below their aim line during 3 consecutive progress monitoring sessions.

Students are determined to no longer need Title I support in reading when they have met benchmark standards during a benchmarking period or if they have reached benchmark through progress monitoring a minimum of 3 times.

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

Maple Grove progress monitors students who are below reading benchmark (intensive and strategic) every two weeks using the DIBELS assessment.

If students are making progress they continue with the intervention until they reach Benchmark . If students are not making progress, the intervention may be adjusted in duration and or level of intensity.

1st-3rd grade teachers use eSpark dashboard to monitor progress with students attaining proficiency on individual math quest.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Yes, all para pros meet the NCLB requirements for highly qualified. All paraprofessionals employed by the South Haven School District have completed at least 2 years of college, obtained an Associate's Degree, or successfully completed the Work Keys Basic Skills Test. District paraprofessionals meet all ESEA (NCLB) highly qualified requirements for instructional paraprofessionals. Their certification records are kept on file in the Human Resources Department in the Central Office Building.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All teachers employed by the South Haven Public Schools are certified and highly qualified in their core competency areas through accredited colleges and universities. Teachers meet NCLB highly qualified standards. All records and certifications may be obtained through the Human Resource Department in the Central Office Building.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

All employment records are housed at the Central Office Building. Maple Grove lost 3 teachers at the end of the 2016/17 school year due to the following:

1. 1 retired.
2. 1 moved out of state
3. 1 took a position closer to her home

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

Maple Grove Elementary has a teaching staff consisting of:

22 FTE teachers

The teaching staff has an average of 15 years of teaching experience

Teaching experiences range from second year teachers to 30+ years of experience

Highly Qualified Teachers:

Number of teachers with 0-5 years of experience: 4

Number of teachers with 6-10 years of experience: 7

Number of teachers with 11-15 years of experience: 1

Number of teachers with 16-20 years of experience: 2

Number of teachers with 21+ years of experience: 8

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

- Providing Title I teachers and paraprofessionals to assist at-risk learners
- Partnership with YDC for both Early Bird and after school program
- Providing high quality professional development during the 2016/17 school year
- Providing new staff with mentor teachers
- Curriculum support
- Monthly PLC's
- Highly involved PTO
- Community support (Albermarle, Entergy, SHPS Foundation, South Haven Community Foundation and SH Youth Advisory Community Grant
- Partnership with WMU

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

South Haven Public Schools has implemented the following initiatives to attract and retain highly qualified teachers:

- Offering a school experience for early childhood learners through the GSRP Preschool Programs
- Offering Ram Start PS program for staff
- Offering Title I teachers and paraprofessionals to assist at-risk learners
- Dual enrollment
- Building level PTO's
- Variety of service clubs
- Partnerships with WMU and Lake Michigan College
- Online learning experiences
- Project Based Learning classrooms
- Current technology in every classroom
- Project Lead the Way Classrooms
- STEM Labs
- 1:1 technology initiatives
- Lake Michigan Community College
- Fund raising support
- Passed millages

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

Maple Grove Elementary Initiatives for maintaining highly qualified teachers:

1. Providing leadership opportunities within the building with stipends
2. Providing mentors for all new staff
3. Providing flexibility for teaching assignments when available
4. Supporting professional development aligned to building and district SIP goals

Component 5: High Quality and Ongoing Professional Development

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

Maple Grove Elementary will receive ongoing professional development throughout the year in the following areas:

1. Implementation of new Reading Street curriculum
2. Ongoing Implementation of the new Eureka Math curriculum, including PD on rubric scoring of assessments
3. Grade Level meetings to score and analyze student writing (quarterly)
4. Ongoing support in reading with WMU regarding: Reading Street training, Fountas and Pinnell Benchmarking, LLI progress monitoring and the 3rd Grade Reading Law
5. Ongoing consultation with eSpark trainer
6. Implementation of the new physical science kit (NGSS aligned)

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

A federally grant funded instructional coach and instructional technology coach will remain in the district to ensure sustainability of the professional development model. See the attached professional development plan.

Reading Street training and support will be year long (WMU, Reading Street consultants)

eSpark (consultation ongoing all year as needed)

Fountas and Pinnell training in August and as needed throughout the year (Instructional coach)

Eureka Math PD will happen in August and continue throughout the year (Instructional coach)

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2017-2018 SIP PD Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the schoolwide plan through their involvement on PTO and the school improvement team. The Leadership team members share information and collect input at monthly PTO meetings. A Title I parent survey helps to assist with determining the needs of the school program. A parent representative and the PTO assists the school leadership team with designing the school wide plan and program.

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

Parents are involved in the implementation of the school-wide plan through participation on the PTO and representation on the School Leadership Team. Parents have the opportunity to provide input and feedback about activities and program initiatives through surveys and at meetings with school principal at monthly PTO meetings and school events.

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

Parents will be involved in the evaluation of the schoolwide plan through assisting the school leadership team, at parent/teacher conferences, open house, PTO, and Parent perception surveys. Their input will be utilized to guide and inform future decisions in the schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		MG Parent Involvement Policy

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

Maple Grove Elementary assists parents in understanding the Common Core State Standards and Assessments and with monitoring their child's progress by beginning the year with the annual Open House. Sign-In forms are used for documentation of participation. During Open House all parents and students are invited to meet their teachers and to visit their classrooms. Teachers handout classroom and homework expectations and procedures. Parents receive a copy of the CCSS, parent tip sheets on the school web page and a pacing guide for core content. Information and assistance is provided to parents regarding the state and local academic standards and assessments (1118 e. 1):

1. Copy of the CCSS
2. NWEA, MEAP and DIBELS information/results are shared
3. Progress monitoring reports for students receiving interventions are sent home

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Maple Grove Elementary provides materials and trainings to parents (118 e. 2):

1. Title I meetings are held throughout the year
2. Kindergarten orientation night(s) are held in April
3. Family math and reading nights are held throughout the year
4. Community resources are made available to parents
5. Title I summer programs are made available to at-risk students
6. District, school and classroom newsletters
7. District website parent tab provides resources and links to help their children achieve in school
8. Bilingual interpreters are available
9. Accommodations for parents and guardians with special needs (1118 f)
10. Flexible meeting times
11. Handicapped accessible facilities
12. Phone conferences
13. Eureka Math Parent Tip sheets and practice books
14. Individual parent meetings for At-Risk students

Collaboration with community agencies (Community Mental Health, Van Buren ISD and Kids HOPE mentoring program educate teachers, Title I staff and principals regarding the value of parent involvement and ways to effectively communicate with parents. (118 e. 3)

Coordinating parent involvement activities with other programs (1118 e. 4):

- Activities and events will be provided throughout the year to help facilitate the transition from preschool to kindergarten (field trips, classroom visits for extended learning opportunities).
- SHPS hosts 3 full time GSRP programs in the elementary buildings-PTO
- Family Nights
- Head Start
- SHPS offers a full time tuition based preschool program in each elementary building

Maple Grove informs parents of school and parent programs in a timely and practical format in a language they understand (1118 e. 5):

- Daily take home purple folders for grade K-3
- Monthly school newsletters are sent home and placed on the school website in a language that they understand.
- Bilingual interpreters are available upon request.
- Teachers communicate daily with parents through Class DOJO and Facebook Class pages about activities and upcoming events
- Schoolwide Facebook page, monthly newsletter

Maple Grove Elementary will provide support for parental involvement at their request (1118 e. 14):

-Parent request for assistance will be accommodated at the greatest extent possible to ensure that their individual needs are met. The priority of the school district is to remove any barriers preventing the parents involvement with their child's education.

Maple Grove will make parent involvement activities accessible to all parents, including those with disabilities, parents of migrant students and parents who are English as their second language (1118 f.):

- The district will provide flexible meeting times, interpreters, home visits and phone conferences.

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

The parent involvement component will be evaluated in multiple ways: collecting parent sign-in records to determine participation levels and by conducting parent surveys at a variety of events: PTO meetings, parent/teacher conferences, and Title I meetings.

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

The school leadership team will evaluate the plan based on the information collected to refine programming and activities and or to determine continuation of the program or activities. Involvement of parents and other stakeholders in the planning, reviewing and improving of schoolwide

Title I programs (1118 c. 3):

- Invitations extended to parents to participate in all Title I building Parent Advisory groups in the fall and throughout the year
- Parent Involvement Policy will be reviewed at the annual Title I meeting each fall
- Post and distribute the Parent Involvement Policy and Teacher/Parent/Student Compact at the Parent/Teacher conferences
- Have parents complete Title I parent surveys at Parent/Teacher conferences and throughout the year at school events
- PTO developed the Parent/Teacher Student Compact and Parent Involvement Policy in the spring

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

It is developed with parents who are involved in our PTO. It is revised every year at the last PTO meeting. The compact is signed at the November Parent/Teacher conference. Students and teachers review it together in class prior to the conferences. There is also a copy of the compact in the Parent/Student Handbook.

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

The compact is signed and shared individually at the fall parent conference. The compact outlines the responsibilities of the student, the teacher and the parent. The teachers and students go over the compact in class prior to the conferences to ensure clear understanding of expectations.

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

Not applicable-Maple Grove is a K-3 school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		MG Teacher/Parent/Student Compact

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

Communication between home and school are provided in a format and language that parents can understand. Assessment results are explained and discussed with parents during parent/teacher conferences using parent friendly language. Letters of explanation are attached to assessment results that give great detail on how to read the reports. The letter also encourages parents to call with any questions or concerns.

Title I meetings will be held at parent/teacher conferences and throughout the year to explain the qualifying criteria and to review individual test results. The types of intervention services are discussed at this meeting as well.

Interpreters are available at Open House, the Annual Title I Meeting and as needed throughout the year to assist with communication.

Teachers have access to interpreters throughout the year for clear on-going communication with parents.

At fall conferences teachers go over assessment results in a parent friendly language.

Component 7: Preschool Transition Strategies

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

Maple Grove connects with preschool families in the following ways:

1. Kindergarten Round-Up
2. Title I sponsored Family Nights
3. Kindergarten Readiness Bookletts
4. Open House (Fall)
5. Preschool home visits
6. GSRP students receive an "On track to kindergarten" activity guide for parents
7. On the first day of school we hold a coffee and doughnut meet and greet to help transition former preschoolers into kindergarten.
8. The kindergarten teachers plan classroom activities throughout the school year including the preschool and kindergarten students (field trips, special visitors, Sarrett snowshoeing and farm animal presentations)

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

Our ISD provides ongoing professional development to all preschool teachers regarding skills needed at this age level. Parents attend meetings where information is shared in regards to how to help develop their child's skills at home.

Preschool teachers have rigorous requirements to maintain credentials as GSRP teachers. This includes attending monthly GSRP meetings, participating in required professional development and being evaluated on the PQA annually.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Maple Grove teachers provide input into the decisions regarding the use of school based academic assessments. This is done in several ways:

1. Classroom teachers are responsible for administering the Benchmark assessments for their own students. This gives them first hand knowledge of how their students are performing allowing them to make instructional decisions based on the data gathered from the assessments.
2. At Data meetings, teachers provide input as to which students should participate in intervention groups.
3. Classroom teachers work with the Title I staff to tailor reading and math interventions to fit the needs of the students based on: DIBELS, NWEA and district math unit assessments.
4. School Improvement committees will participate in the selection, use and interpretation of school based academic assessments through monthly meetings throughout the year.

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

Teachers meet with Title I staff to review Benchmark and classroom data to help make decisions about student intervention services. Data is analyzed at monthly grade level meetings, SIP and Leadership Team Meetings to determine the needs of individual students, classroom supports, grade level supports and building wide strategies to improve student achievement.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students who experience difficulty mastering the state's academic achievement standards are identified at the beginning of the year by reviewing NWEA and DIBELS Benchmark assessments from the previous spring. Math and Reading scores on the fall NWEA/Map assessment, Dibels Benchmark assessments scores from regularly scheduled running records, and math scores on common unit assessments also help to identify students who are having difficulty.

Specifically, the following assessments are used:

Reading - NWEA, M-STEP, Fountas and Pinnell Benchmarking system and LLI progress monitoring

Math - NWEA, M-STEP, Eureka Math Module Assessments

Science - M-STEP, Battle Creek Science Unit Assessments

Social Studies - M-STEP, Common Unit Assessments

Writing- Reading Street and On Demand quarterly writing samples

Students are determined to no longer need TIER 1 support in reading when they have met benchmark standards during the benchmarking period or have reached benchmark through progress monitoring a minimum of three times.

Title I math groups are more fluid. Students are determined to no longer need Title I support in math once they have passed the retest of the unit assessments with 80% or better or score at Benchmark on NWEA. Students move and out of tiered support depending on what skill is being taught.

Students are determined to no longer need Title I support in social studies or science once they have passed the retest of the the unit assessment with 80% or better.

Student reading groups are re-evaluated quarterly while also allowing for flexibility at teacher discretion. Student groups in other content areas are evaluated each unit.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who experience difficulty in mastering the state's academic achievement assessment standards are provided with timely, effective and additional support through our Rtl model.

Students are identified by Benchmark testing 3 times a year (Fall, Winter and Spring). Staff meet to discuss the results of the assessments to determine which students qualify for intervention services. Once identified, students immediately receive additional support and are progress

monitored frequently to determine effectiveness of the program.

Students who fall slightly below benchmark (Strategic on Dibels, or slightly below national norms on NWEA) receive: TIER 1 Interventions provided by the classroom teacher during the regular core instruction (this could include preteaching/reteaching/small group instruction/etc.) They also receive TIER 2 services in their individual deficit area. These TIER 2 services could include 1 or more of the following services: "push-in service from a Title I teacher or parapro, 90-120 minutes of weekly pull out intervention service from a HQ teacher or parapro using a scientifically researched based intervention program that targets their individual needs.

Students who score intensive on Dibels, or significantly lower than national norms on NWEA tests will receive TIER 1 and TIER 2 interventions (as described above) in addition to TIER 3 services which could include: additional intervention minutes per week (above the 120 minutes of TIER 2), 1-to-1 intervention services with a HQ teacher, special education services, or other specialized programming.

All students are progress monitored on a regular basis (TIER 2 students are progress monitored every 3 weeks and TIER 3 students are progress monitored every week) to determine whether the students are making progress in their current program. Programming is adjusted if students fall below their aim line during 3 consecutive progress monitoring sessions.

Students are determined to no longer need Title I support in reading when they have met benchmark standards during a benchmarking period or if they have reached benchmark through progress monitoring a minimum of 3 times.

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

Student individual needs are addressed through differentiated instruction in the classroom (Tier 1 support) and during Rtl (Tier2 or 3 supports). Students who experience difficulty mastering the state's academic achievement standards are provided with timely, effective and additional assistance through the Rtl model. Students will receive differentiated Tier I support within the classroom plus an additional 30 minutes of Tier 2/3 support beyond the core curriculum. Students who do not meet Title I criteria are provided enrichment instruction and activities as a means to differentiate to meet the needs of those students who are at or above grade level.

All students participate in Accelerated Reader, Raz-Kids leveled reading, Zearn and eSpark math which will provide appropriate leveled math practice both at school and at home. Teachers differentiate instruction by varying groups according to their reading or math levels. Extra time on assignments, modified assignments, frequent parent contact, peer tutoring, one to one assistance from the teacher are some of the differentiated strategies teachers use to increase student achievement.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Programs are coordinated and integrated toward the achievement of the schoolwide goals in the following manner:

1. Staffing is a coordinated effort between General Fund, Title I and At-Risk
 2. Supplies and materials are a coordinated effort between Title I, Title III and At-Risk
 3. Training is provided through Title II A
 4. Curriculum alignment is funded through General Fund
 5. Support staff is funded through Title I and or 31 A for at-risk students
-
1. Comprehensive Needs Assessment: Title I A, Title II A, IDEA/Special Education, Title III A, Community donations and General Fund
 2. Schoolwide Reform Strategies- Title I A, Title II A, IDEA/ Special Education, Title III A, Community donations and general Fund
 3. Instruction by Highly Qualified Professional Staff- Title I A, Title II A, IDEA/Special Education, Title III, 31 A, Community donations and General Fund
 - 4.Strategies to Attract Highly Qualified Teachers to High Needs Schools- Title II A, 31 A and General Fund
 - 5.High Quality and Ongoing Professional Development-Title I A, Title II A, General Fund, Community donations and Foundation Grant
 6. Strategies to increase Parental Involvement- Title I A, Title II A, Title III, 31 A, Donations, General Fund, Parent Groups, Local Businesses, Foundations, Grants and Donations
 7. Preschool Transition Strategies- Title II A, General Fund, Donations
 8. Teacher Participation in Making Assessment Decisions- Title I A, Title II A, and general Fund
 9. Timely and Additional Assistance to Students Having Difficulty Mastering Standards- Title I A, Title II A, Title III, 31 A, Donations and general Fund
 10. Coordination and Integration of Federal, State, and Local Programs and Resources- Title I A, Title II A, 31 A, Nutrition Programs, Health/Dental/Vision, General Fund, Parent groups, Local Businesses

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

All Title I staff work with below benchmark students using intervention kits. They conduct progress monitoring and provide timely feedback to staff and parents regarding proficiency.

Title I A- Supports intervention programs by funding personnel and materials.

IDEA/Special Education- Supports primary resource rooms through personnel and materials.

Title II A- Supports professional development and training provided through book studies.

Title III, LEP or Immigrant- Supports the alternative language program for eligible students.

Title IV, Safe and Drug Free Schools- N/A

Title IV, 21st Century Learning Centers- N/A

Head Start- N/A

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Great Start Readiness Program (GSRP)-Supports Pre school program personnel and materials.

Section 31 A At Risk- Supports personnel

Nutrition Programs (Free and reduced lunch and breakfast)- supports free breakfast and lunch to all students.

Health/Dental/Vision and General Student Welfare- Supports screening programs from the VBISD

Local Foundations- technology, support materials and supplies.

Competitive Grants- Supports health and wellness initiatives.

Donations- Support curriculum, materials and supplies

General Fund- supports teachers, curriculum, materials and supplies

Parent Groups- support fundraisers, field trips and supplies

Local Businesses- Support fundraisers and field trips

1. Comprehensive Needs Assessment: Title I A, Title II A, IDEA/Special Education, Title III A, Community donations and General Fund
2. Schoolwide Reform Strategies- Title I A, Title II A, IDEA/ Special Education, Title III A, Community donations and general Fund
3. Instruction by Highly Qualified Professional Staff- Title I A, Title II A, IDEA/Special Education, Title III, 31 A, Community donations and General Fund
- 4.Strategies to Attract Highly Qualified Teachers to High Needs Schools- Title II A, 31 A and General Fund
- 5.High Quality and Ongoing Professional Development-Title I A, Title II A, General Fund, Community donations and Foundation Grant
6. Strategies to increase Parental Involvement- Title I A, Title II A, Title III, 31 A, Donations, General Fund, Parent Groups, Local Businesses, Foundations, Grants and Donations
7. Preschool Transition Strategies- Title II A, General Fund, Donations
8. Teacher Participation in Making Assessment Decisions- Title I A, Title II A, and general Fund
9. Timely and Additional Assistance to Students Having Difficulty Mastering Standards- Title I A, Title II A, Title III, 31 A, Donations and general Fund
10. Coordination and Integration of Federal, State, and Local Programs and Resources- Title I A, Title II A, 31 A, Nutrition Programs, Health/Dental/Vision, General Fund, Parent groups, Local Businesses

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school coordinates Federal, State and local services by participating in the PE-Nut program which provides health information to our k-3 students. It also provides a daily walking program for our students and families. All K-3rd grade students are provided a free healthy breakfast and lunch daily. Qualifying student receive Blessings in a Backpack (food for the weekend) through private local donations.

Evaluation:

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

Maple Grove analyzes NWEA, DIBELS, M-STEP, and common math, writing samples, science and social studies assessments to determine effectiveness of the Title I program monthly at School Improvement meetings. Information from the monthly SIP meetings are shared with staff at monthly staff meetings and through emails. All data and SIP strategies are monitored and on display in the school data room. The SIP data is also shared throughout the year at PTO meetings and on the school and district website.

A survey was given to parents at the Annual Title I Family Night and throughout the year asking for input regarding programming.

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

The school evaluates results from the state and District assessments to determine the alignment of resources to support student achievement monthly at staff meetings, grade level meetings, data meetings, School Improvement Plan meetings and PTO meetings. Data is analyzed and compared to the overall school goals in each content area to determine if goals were achieved.

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

The school improvement team analyzes assessment data to determine the program's effectiveness by comparing M-STEP data from the previous year. The team looks at local assessment data to determine which under performing students will receive Title I services in math and/or reading. Low achieving students are progress monitored regularly to determine further action. Most of our students increase proficiency through the support of Title I staff.

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

Universal screening assessments are given 2-3 times a month to under achieving students. The data is analyzed every 5-6 weeks to determine whether intervention and or SIP strategies are working or if they need to be revised. Revisions to the SIP are made as needed throughout the year to ensure student achievement

2017-2018 SIP Goals

Overview

Plan Name

2017-2018 SIP Goals

Plan Description

2017-2018 Goals and plans

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Maple Grove Elementary will become proficient in mathematics based on state and district assessments.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$2
2	All students at Maple Grove Elementary will become proficient in English Language Arts based on state and district assessments	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All students will be safe, respectful, responsible and be kind in all learning and social environments.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2000
4	All students at Maple Grove Elementary will become proficient in science on local science assessments.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$2
5	All students at Maple Grove Elementary will become proficient in social studies on district local assessments.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1

Goal 1: All students at Maple Grove Elementary will become proficient in mathematics based on state and district assessments.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency increase in Mathematics by 06/15/2018 as measured by NWEA as a predictor for future success with M-STEP proficiency levels.

Strategy 1:

Math WIN Time - All teachers will provide a minimum of 30 minutes daily of targeted, strategic instruction for mathematics. Students at or above benchmark receive enrichment using eSpark. Students below benchmark receive specific individualized instruction at the Tier 2/3 level.

Category: Mathematics

Research Cited: According to Clark and Luckin 2013, Using iPads in the classroom engage and motivate students, enhance their learning in ways that were previously not possible and makes communication between teacher and student easier.

<https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf>

<http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole>

Tier: Tier 2

Activity - Math WIN Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in 30 minutes of differentiated intervention through online tools such as: eSpark, Zearn and Splash Math. School will send home parent online resources. Staff will conduct walk-throughs to ensure that interventions are taught with fidelity. Title I support staff will assist for Tier 2/3 interventions. Teachers will receive professional development for Eureka math rubrics.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$1	Title I Schoolwide	Technology coach, technology department, administrators, classroom teachers, Title I support staff

Strategy 2:

Student Engagement Strategies - All teachers will utilize a variety of student engagement strategies to support individualized student growth. 5D+ Indicators: Quality of questioning, Ownership of Learning, capitalizing on students' strengths, opportunity of support for participation and meaning making and student talk.

Category: Mathematics

Research Cited: 5D Cels

Tier: Tier 1

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Activity - Student Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student engagement activities such as but not limited to: turn and talks, self assessments, goal setting, whole brain teaching. Teachers will use programs such as eSpark and Zearn math along with Eureka Math curriculum. The school will offer Family Engagement activities such as but not limited to: Open House, Parent/Teacher conferences, Family Nights, and Eureka Math Parent Tips, videos, Class DoJo and Facebook pages. Teachers will have embedded coaching using GoReact. Peers will conduct walkththroughs using the Pineapple Chart strategy.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	General Fund	Classroom Teachers, Principal, Title I

Goal 2: All students at Maple Grove Elementary will become proficient in English Language Arts based on state and district assessments

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency increase in English Language Arts by 06/08/2018 as measured by NWEA as a predictor for future success with M-STEP proficiency level..

Strategy 1:

Student Engagement - All teachers will utilize a variety of student engagement strategies to support individualized student growth. Using 5D+ Indicators: Quality of questioning, Ownership of Learning, capitalizing on students' strengths, opportunity of support for participation and meaning making and student talk.

Category: English/Language Arts

Research Cited: <http://readingandwritingproject.org/about/research-base>

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Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. Journal of Adolescent and Adult Literacy, 51(4), 304-315.

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Ehri, L.C., Dreyer, L.G., Flugman, B., & Gross, A. (2007). Reading Rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-448.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). Revisiting silent reading: New directions for teachers and researchers. Newark, D.E.: International Reading Association

Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.

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O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94, 474-485

Tier: Tier 1

Activity - Student engagement activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student engagement activities such as but not limited to: turn and talks, self assessing, goal setting, whole brain teaching. Using materials such as but not limited to: Reading A-Z, Accelerated Reader/Early Literacy STAR, Scholastic news and Reading Street materials. Family engagement activities such as but not limited to: Open House, Parent/Teacher conferences, Family Nights, Parent Tip sheets and videos. Job embedded coaching with colleagues using GoReact. Peer walk-throughs using strategies such as the Pineapple Chart. Professional development for Reading Street.	Academic Support Program, Professional Learning, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Curriculum Director, Instructional coach, administration and teaching staff

Strategy 2:

Reading WIN Time - All teachers will provide a minimum of 30 minutes daily of targeted, strategic instruction for reading WIN (What I need) time. During this 30 minutes of instruction, students are divided into homogeneous groups based on district assessments and teacher observations. Students below benchmark are progress monitored every two weeks. Student intervention groups are fluid and changed as needed based on progress monitoring and benchmark assessments.

Category: English/Language Arts

Research Cited: <http://readingandwritingproject.org/about/research-base>

Allington, R.L. McCuiston, K & Billen, M. (2014). What research says about text complexity and learning to read. Unpublished. *The Reading Teacher*, pp. 1-10.

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23, 285-303.

Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. *Journal of Adolescent and Adult Literacy*, 51(4), 304-315.

Cipielewski, J., & Stanovich, K.E. (1992). Predicting growth in reading ability from children’s exposure to print. *Journal of Experimental Child Psychology*, 54, 74-89.

Cullinan, B. (2000). Independent reading and school achievement. *School Library Media Research*, 3, 1-24.

Ehri, L.C., Dreyer, L.G., Flugman, B., & Gross, A. (2007). Reading Rescue: An effective tutoring intervention model for language minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414-448.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). Revisiting silent reading: New directions for teachers and researchers. Newark, D.E.: International Reading Association

Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.

Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329-354). Baltimore: Paul Brookes.

O’Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94, 474-485

Tier: Tier 2

Activity - WIN Time Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in 30 minutes of differentiated intervention through the use of scientifically based interventions such as but not limited to: Leveled Literacy Intervention (LLI), Fast ForWord, Sound Partners, Accelerated Reader and Orton Gillingham. Title I support staff will assist with Tier 2/3 interventions. Walk throughs to ensure that interventions are taught with fidelity. Parent online resources and videos.	Academic Support Program, Professional Learning, Curriculum Development	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom teachers, Title I teacher and paraprofessionals, administrator and ELA committee members.
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Goal 3: All students will be safe, respectful, responsible and be kind in all learning and social environments.

Measurable Objective 1:

demonstrate a behavior Improvement by 06/15/2018 as measured by Office Discipline Referrals.

Strategy 1:

PBiS - Staff will continue to implement the school wide PBiS system. Teachers will instruct students in the 4 B's using the collaborative staff created behavior matrix.

Category: School Culture

Research Cited: Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., McLaughlin, D. M., McAtee, M. L., Smith, C. E., Ryan, K. A., Ruef, M. B., Doolabh, A., & Braddock, D. (1999). Positive behavior support for people with developmental disabilities: A research synthesis. Washington, D.C.: American Association on Mental Retardation.

Heumann, J., & Warlick, K. (2001). Prevention research & the IDEA discipline provisions: A guide for school administrators. Available: www.ed.gov/offices/OSERS/OSEP/adminbeh.web.pdf.

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level. *Communiqué*, 29(6), 10-12.

Skiba, R. J. (2000, August). Zero tolerance, zero evidence: An analysis of school disciplinary practice. (Policy Research Rep. No. SRS2).

Sugai, G., & Horner, R. (2001, June). School climate and discipline: Going to scale. The National Summit on the Shared Implementation of IDEA, Washington, D.C. Available at: www.ideainfo.org

U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act. Washington, D.C.: Author.

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Walker, H. Colvin, G., & Ramsey, E. (1995). Antisocial behavior in public school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole.

Tier: Tier 1

Activity - Marvin and Jessie	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement life skills education including but not limited to the Marvin and Jessie Life Skills program to support Maple Grove's PBIS initiatives. Parent-Student and teacher compacts will be signed and discussed at Open House. Staff will instruct students on the 4B's in all areas of the school environment. Caught Ya Tickets (positive behavior recognition) and activities will be conducted throughout each month. Students will be selected as the Student of the Month and recognized at the monthly assemblies. Professional development such as but not limited to CHAMPS will be provided to staff as needed for continuity.	Parent Involvement, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	Other	All staff

Strategy 2:

CHAMPS - All staff will utilize classroom behavior interventions to decrease office discipline referrals.

Category: School Culture

Research Cited: Heumann, J., & Warlick, K. (2001). Prevention research & the IDEA discipline provisions: A guide for school administrators. Available: www.ed.gov/offices/OSERS/OSEP/adminbeh.web.pdf.

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level. *Communiqué*, 29(6), 10-12.

Skiba, R. J. (2000, August). Zero tolerance, zero evidence: An analysis of school disciplinary practice. (Policy Research Rep. No. SRS2).

Sugai, G., & Horner, R. (2001, June). School climate and discipline: Going to scale. The National Summit on the Shared Implementation of IDEA, Washington, D.C. Available at: www.ideainfo.org

U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act. Washington, D.C.: Author.

Walker, H. Colvin, G., & Ramsey, E. (1995). Antisocial behavior in public school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole.

Tier: Tier 1

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Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize behavior intervention strategies such as but not limited to CHAMPS classroom management. Staff will utilize environment and motivation systems. Students will participate in small group counseling such as but not limited to: Second Step. Students who are experiencing Tier 2/3 behaviors will have individual student behavior plans developed and implemented. Parents will be notified if their child receives a major office discipline referral.	Behavioral Support Program	Tier 1		09/05/2017	06/15/2018	\$0	No Funding Required	Teachers, Principal, Support Staff

Goal 4: All students at Maple Grove Elementary will become proficient in science on local science assessments.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on local and state assessments. in Science by 06/15/2018 as measured by 80% or more of our K-3rd grade students will score proficient on local science assessments..

Strategy 1:

Student Engagement Strategies - All teachers will utilize a variety of student engagement strategies to support individual student growth. Teachers will use 5D+ strategies such as: Quality of questioning, Ownership of Learning, Capitalizing on students' strengths, Opportunity of support for participation and meaning making and Student Talk.

Category: Science

Research Cited: For more information on the Framework for K-12 Science Education, visit <http://national-academies.org/>.

Tier: Tier 1

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use supplemental materials including but not limited to Mystery Science, Discovery Education and Science Spin. Teachers will use science manipulative materials when instructing science lessons. Student engagement activities such as but not limited to: critical thinking, inquiry based questioning, turn and talks, self assessing, goal setting and whole brain teaching will be utilized during science instruction. Teachers will receive training for the new physical science kit from Battle Creek.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$1	General Fund	Teachers

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Strategy 2:

Academic Vocabulary - All teachers will explicitly teach academic vocabulary within each science unit to close the achievement gap. During the instructional block, teachers will meet with small groups to engage in pre-selected vocabulary activities.

Category: Science

Tier: Tier 1

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct using small group instruction for pre-teaching or re-teaching using non-fiction text and activities. Teachers will use vocabulary word work including but not limited to: Four Squares, Frayer Model and Flip Books. Students will participate in Sarett Center presentations. Students will participate in field trip opportunities to support real world connections. Teachers will utilize online resources and videos and participate in Project-based learning activities.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	General Fund	Classroom teachers, ELL staff

Goal 5: All students at Maple Grove Elementary will become proficient in social studies on district local assessments.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on local social studies assessments in Social Studies by 06/08/2018 as measured by 80% or more of our K-3rd grade students will score proficient on local social studies assessments..

Strategy 1:

Student Engagement Strategies - Teachers will use a variety student engagement strategies to support individual student growth. Teachers will use strategies including but not limited to 5D+ Quality of questioning, Ownership of learning, Capitalizing on student's strengths, Opportunity of support for participation and meaning making and Student Talk.

Category: Social Studies

Research Cited: Baumann, J.F., and M.F. Graves.2010. "What is Academic Vocabulary?" Journal of Adolescent and Adult Literacy 54: 4-12.

Tier: Tier 1

Activity - Student engagement activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use student engagement activities such as but not limited to: turn and talks, self-assessing, goal setting and whole-brain teaching. Teachers will use supplemental materials such as Scholastic News, and Leveled Literacy Intervention Kits. Students will participate in diversity celebrations, participate in field trip opportunities and be exposed to culturally responsive texts.	Academic Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teachers, administrator
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Strategy 2:

Academic Vocabulary - All teachers will explicitly teach academic vocabulary within each social studies unit. During the Social Studies instructional block, teachers will meet with small groups to engage in pre-selected vocabulary activities.

Category: Social Studies

Tier: Tier 1

Activity - Vacabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use vocabulary word work including but not limited to: Four Squares, Frayer Model and Flip Books. Teachers will instruct vocabulary in small groups instructing pre-teaching or re-teaching using non-fiction texts and activities. Teachers will provide field trip opportunities to support real world connections. Teachers will utilize online resources and videos, use project based learning activities and participate in diversity celebrations.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	General Fund	Teachers, principal, ELL staff and support staff

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
Vocabulary	Teachers will use vocabulary word work including but not limited to: Four Squares, Frayer Model and Flip Books. Teachers will instruct vocabulary in small groups instructing pre-teaching or re-teaching using non-fiction texts and activities. Teachers will provide field trip opportunities to support real world connections. Teachers will utilize online resources and videos, use project based learning activities and participate in diversity celebrations.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	Teachers, principal, ELL staff and support staff
Vocabulary	Teachers will instruct using small group instruction for pre-teaching or re-teaching using non-fiction text and activities. Teachers will use vocabulary word work including but not limited to: Four Squares, Frayer Model and Flip Books. Students will participate in Sarett Center presentations. Students will participate in field trip opportunities to support real world connections. Teachers will utilize online resources and videos and participate in Project-based learning activities.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	Classroom teachers, ELL staff
Student Engagement Activities	Teachers will use student engagement activities such as but not limited to: turn and talks, self assessments, goal setting, whole brain teaching. Teachers will use programs such as eSpark and Zearn math along with Eureka Math curriculum. The school will offer Family Engagement activities such as but not limited to: Open House, Parent/Teacher conferences, Family Nights, and Eureka Math Parent Tips, videos, Class DoJo and Facebook pages. Teachers will have embedded coaching using GoReact. Peers will conduct walkthrougths using the Pineapple Chart startegy.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$1	Classroom Teachers, Principal, Title I

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Student Engagement	Teachers will use supplemental materials including but not limited to Mystery Science, Discovery Education and Science Spin. Teachers will use science manipulative materials when instructing science lessons. Student engagement activities such as but not limited to: critical thinking, inquiry based questioning, turn and talks, self assessing, goal setting and whole brain teaching will be utilized during science instruction. Teachers will receive training for the new physical science kit from Battle Creek.	Academic Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$1	Teachers
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student engagement activities	Teachers will use student engagement activities such as but not limited to: turn and talks, self-assessing, goal setting and whole-brain teaching. Teachers will use supplemental materials such as Scholastic News, and Leveled Literacy Intervention Kits. Students will participate in diversity celebrations, participate in field trip opportunities and be exposed to culturally responsive texts.	Academic Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teachers, administrator
Student engagement activities	Student engagement activities such as but not limited to: turn and talks, self assessing, goal setting, whole brain teaching. Using materials such as but not limited to: Reading A-Z, Accelerated Reader/Early Literacy STAR, Scholastic news and Reading Street materials. Family engagement activities such as but not limited to: Open House, Parent/Teacher conferences, Family Nights, Parent Tip sheets and videos. Job embedded coaching with colleagues using GoReact. Peer walk-throughs using strategies such as the Pineapple Chart. Professional development for Reading Street.	Academic Support Program, Professional Learning, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Curriculum Director, Instructional coach, administration and teaching staff
WIN Time Practices	Students will participate in 30 minutes of differentiated intervention through the use of scientifically based interventions such as but not limited to: Leveled Literacy Intervention (LLI), Fast ForWord, Sound Partners, Accelerated Reader and Orton Gillingham. Title I support staff will assist with Tier 2/3 interventions. Walk throughs to ensure that interventions are taught with fidelity. Parent online resources and videos.	Academic Support Program, Professional Learning, Curriculum Development	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Classroom teachers, Title I teacher and paraprofessionals, administrator and ELA committee members.

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CHAMPS	Teachers will utilize behavior intervention strategies such as but not limited to CHAMPS classroom management. Staff will utilize environment and motivation systems. Students will participate in small group counseling such as but not limited to: Second Step. Students who are experiencing Tier 2/3 behaviors will have individual student behavior plans developed and implemented. Parents will be notified if their child receives a major office discipline referral.	Behavioral Support Program	Tier 1		09/05/2017	06/15/2018	\$0	Teachers, Principal, Support Staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math WIN Time	All students will participate in 30 minutes of differentiated intervention through online tools such as: eSpark, Zearn and Splash Math. School will send home parent online resources. Staff will conduct walk-throughs to ensure that interventions are taught with fidelity. Title I support staff will assist for Tier 2/3 interventions. Teachers will receive professional development for Eureka math rubrics.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$1	Technology coach, technology department, administrators, classroom teachers, Title I support staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marvin and Jessie	Staff will implement life skills education including but not limited to the Marvin and Jessie Life Skills program to support Maple Grove's PBIS initiatives. Parent-Student and teacher compacts will be signed and discussed at Open House. Staff will instruct students on the 4B's in all areas of the school environment. Caught Ya Tickets (positive behavior recognition) and activities will be conducted throughout each month. Students will be selected as the Student of the Month and recognized at the monthly assemblies. Professional development such as but not limited to CHAMPS will be provided to staff as needed for continuity.	Parent Involvement, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	All staff