



# **School Improvement Plan**

**Ganiard School**

**Mt. Pleasant City School District**

Mrs. Marcy Stout  
101 SOUTH ADAMS ST  
MOUNT PLEASANT, MI 48858-2103

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction .....	9
--------------------	---

Improvement Planning Process .....	10
------------------------------------	----

## **School Data Analysis**

Introduction .....	12
--------------------	----

Demographic Data .....	13
------------------------	----

Process Data .....	15
--------------------	----

Achievement/Outcome Data .....	17
--------------------------------	----

Perception Data .....	22
-----------------------	----

Summary .....	25
---------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 27  
School Additional Requirements Diagnostic ..... 28

**Title I Schoolwide Diagnostic**

Introduction ..... 31  
Component 1: Comprehensive Needs Assessment ..... 32  
Component 2: Schoolwide Reform Strategies ..... 36  
Component 3: Instruction by Highly Qualified Staff ..... 38  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 39  
Component 5: High Quality and Ongoing Professional Development ..... 41  
Component 6: Strategies to Increase Parental Involvement ..... 42  
Component 7: Preschool Transition Strategies ..... 46  
Component 8: Teacher Participation in Making Assessment Decisions ..... 47  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 48  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 49  
Evaluation: ..... 51

**Ganiard Elementary School Improvement Plan 2016-2017**

Overview ..... 54  
Goals Summary ..... 55  
    Goal 1: All students at Ganiard Elementary will become proficient readers and writers across the curriculum ..... 56  
    Goal 2: All students will become proficient in math ..... 71

Goal 3: All students at Ganiard Elementary will become proficient in science and social studies.....	82
Activity Summary by Funding Source.....	90

## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Ganiard Elementary is a school with Kindergarten through fourth grade. We have approximately 425 students. The community of Mt. Pleasant is affiliated with Central Michigan University. All teaching staff (27) are highly qualified. We also have 20 paraprofessionals that work with our special needs population. Ganiard has a high percentage of special needs students including Cognitively Impaired, Autism Spectrum Disorder, Physically Impaired and language impaired. All special needs students are mainstreamed a minimum of 50% of the school day into general education classrooms. Approximately 10% of our overall student count falls into the category of special needs. Ganiard is a Title 1 school with free/reduced percentage at about 37%. Mt. Pleasant has a high Native American population that attend our schools.

## **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.**

Mount Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages risk taking, embraces diversity, and offers innovative programs supporting life long learners. To meet this commitment we will support:

- A visionary staff which continually demonstrates growth and change

- Building a collaborative community with vested participation of families, students and staff

- An ever developing curriculum which incorporates technology, culture, and creative thinking

- Sound financial management driven by our priorities.

Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.

We believe

Education is the foundation of a successful life and community.

All students can learn.

The community has the responsibility to nurture and educate children.

The school has the obligation to prepare each student for a diverse and changing world.

We value

Innovation and continuous improvement.

Nurturing the unique abilities of each student.

System-wide collaboration, cooperation, and communication.

Pride and safety in all aspects of our school and community.

Integrity, honesty, and fiscal responsibility.

Respect for diversity in a learning environment.

Excellence in education.

Our beliefs and values INSPIRE life long learning.

## **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.**

Ganiard has an adopted School Wide PBIS plan. We have a very successful RTI (Response to Intervention) program in place. Students across all grades participate in an extra thirty minutes of structured reading intervention every day. We additionally have an extended day program for math intervention that serves third and fourth grade students that qualify under Title 1. Our Kindergarten through second graders that qualify under Title 1 requirements receive specific skill blocks to increase number sense. We have received a report card grade of "B" during the 2011-12 school year.

We are working to improve the following three areas: math core curriculum, writing core curriculum, and parent involvement. We have adopted a new math curriculum that aligns with the common core this school year.

## **Additional Information**

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

NA

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Four certified classroom teachers, two Title 1 teachers, administrator, and two parents are on our School Improvement Team. These people were chosen because of their interest in our schoolwide title 1 plan and expertise in all content areas. Roles were determined based on expertise in certain areas. These members regularly shared with the whole staff at various meetings and professional development days. Meetings were scheduled monthly and held as needed after school hours and sometimes during the school day with subs in classrooms.

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

We have a Kindergarten teacher, first grade teacher, second grade teacher, third grade teacher, as well as Title 1 staff and an administrator. Parents were asked to join because of their affiliation with central michigan University and their dedication to our school.

**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 improvement plan is communicated to all stakeholders during a building meeting. The plan is broken down and summarized into goals and activities. Stakeholders review the yearly SIP calendar that includes professional development as well as parent involvement activities. Stakeholders receive information on the progress of the plan throughout the year during building meetings, professional development opportunities, as well as through email communication.

# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

Student enrollment has increased slightly each year. In a building that was already near capacity three years ago, the increase in enrollment has posed some new challenges. These challenges include, but are not limited to, finding space for Reading and Math Interventions, having rooms for the Arts Teachers, and logistical challenges in terms of scheduling recess, lunch times, etc.

### **Student Demographic Data**

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

Attendance data has remained fairly consistent over the last few years. One significant challenge is the small percentage students that miss school frequently.

### **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?**

Three years ago we implement a school-wide Positive Behavior Support plan. While this plan has proven effective for the majority of students, we recognize that there are 10-15% of students who simply do not respond to the consequences and steps outlined in the PBIS plan. One on-going challenge is the development of more individualized plans to meet the needs of these students.

### **Student Demographic Data**

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

In all three of the demographic areas (enrollment, attendance, and behavior), we are working to address the challenges in more systematic and structural way. In other words, we recognize that our response as a school to the challenges that we face needs to be done in a systematic way where all staff members understand the challenges and work with administrators to find a solution.

### **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?**

test

### 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?**

Although our staff remains fairly consistent, we do have a relatively young staff here at Ganiard. As a result, we have a staff that is vibrant, nimble, and willing to try new things. As a result, we see positive improvements in our student data from year to year. While this works to our advantage in most situations, this can also be a challenge because, at times, we may lack the collective experience needed to solve some of the most difficult challenges that we face.

### 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 attendance of our building principal is very consistent and absences are kept to a minimum. As a result, we feel like this impacts our student data in a positive way. At times, those who assist with the leadership in the building actually see some benefit to staff members when the building principal is away due to meetings, professional development, or illness. Because our building principal is available staff members and school personnel on a consistent basis, periodic absences help to promote the critical thinking and involvement of other staff members in solving the problems that we face as a school.

### 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?**

We find that teachers are gone more often for professional learning and professional development. Although we prefer that teachers are in the classroom teaching their students, we do feel that the absences for professional reasons actually enhance our teacher's ability to teach effectively. We go to great lengths to ensure that all professional learning is linked to state standards and serves to advance our school improvement goals.

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

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

While we recognize the importance of on-going professional learning, our students would benefit from any steps that we can take to reduce the number of absences for school business.

## **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?**

In analyzing our process data we found that are biggest strengths are formation and implementation of PLC's, analyzing our data and formation of intervention groups based on that data.

### **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?**

Our staff identified challenges in the Teaching and Learning Strand, as well as in the School, Family, and Community Relations Strand. In terms of Teaching and Learning, we recognized that we are partially implemented on most of the school indicators. Although we have been working toward greater alignment and coherence, we recognize a need to grow even more in this area and to move toward a place of full implementation of each of these indicators.

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

Our goal is to deliver a curriculum that is guaranteed and viable. We have worked a lot on implanting systematic Tier 2 instruction in Reading and Math. As we approach a new year, we recognize the need to focus in on our Tier 1 instruction. We are confident that this focus will bring about more significant improvements in 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 have outlined a 4 step process that will serve as the basis on our School Improvement/PLC work next year. Grade level teams will meet together to determine essential learning outcomes for each unit of study within Tier 1 instruction in Reading, Writing, and Math. Teams will also agree on common pacing, a common assessment that they can use to inform further instruction, and a systematic response for those students who demonstrate a need for more instruction and practice.

### **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?**

Our General Education teachers work very closely with our Special Education teachers and paraprofessionals to ensure that we are meeting the instructional needs of all of our students. Our plan for organizing students into Tier 2 interventions includes a plan for Special Education students, as well. Our Building RTI team also meets weekly to ensure that we are doing everything we can for those students who have special behavioral, emotional, social, physical, or instructional needs.

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

All students have extended learning opportunities through our daily Tier 2 Math and Reading times. Students are grouped according to their needs in both Reading and Math and spend 30 minutes a day in these groups. We divide up the groups based on instructional needs, so every student is in a group that is designed to extend their learning. For some, this means additional instruction on the core concepts and for others it allows for direct instruction on skills and concepts that are beyond their current grade level, but appropriate to their instructional level. We also offer Extended Day opportunities to 3rd and 4th grade students through an after school program where students are identified in partnership with our Title I staff and invited to stay after school and work with certified teachers on Reading and Math. Lastly, at-risk students are invited to attend a 6-week Summer Learning Camp that focuses on essential skills and concepts in Reading and Math.

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

Students are identified primarily by our Title I staff who work most closely with them in small group settings. The Title I staff then communicates with Classroom Teachers to ensure that we are targeting the students with the greatest needs. Next, we send home information and a sign-up form home with each student. We follow up by phone with every family that we do not hear back from to make sure that they are aware of the opportunity and understand the goals of the Summer Learning Camp. If spots are still available, we repeat the process with additional students to ensure that all of the available spots are filled.

**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?**

District pacing guides in all subject areas provide the foundation for the work that teachers are doing in their classroom. Notes from weekly PLC team meetings at each grade level, as well as half-day work/training sessions also provide evidence that the state content standards are being taught in each classroom. Observations and review of lesson plans that are done by the building principal as part of the teacher evaluation process are another form of evidence of alignment.

**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.**

We do not use the health survey/screener.

## **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**

Our students tend to have strengths in reading comprehension, language skills, and literature.

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

Our students need additional instruction and practice with Informational Text, vocabulary use and functions, and foundational skills related to things like phonics rules and spelling patterns.

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

Over the last several years, we have found that our student scores on state and local Reading assessments has been consistent. Based on the local data that we've collected through benchmark assessments in the Fall, Winter, and Spring of each year, we've seen a relatively flat trend this. This tells us that our Reading instruction, although consistent, is not bringing about an increase in Reading scores.

### **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.**

Our teachers will work in PLC teams at their Grade Level to clarify the essential learning for each unit of study in Reading. Teachers will also work together to develop common formative Reading assessments to ensure that all students are mastering the essential learning. Teams will discuss the results of these common assessments and use that data to guide further instruction in both Tier 1 and Tier 2 instruction.

### **20a. Writing- Strengths**

Our students have the greatest strengths in the composing Personal Narratives.

### **20b. Writing- Challenges**

Our students struggle to understand and effectively compose Informational and Opinion Writing. We've also found that our students at all grade levels need additional instruction and practice with spelling and writing conventions.

### **20c. Writing- Trends**

Writing is an area where our kids have consistently struggled on State Assessments. While we have implemented some very intentional pacing and practices in our Writing instruction throughout the building, the evolving format of the state Writing assessments has made it difficult to discern exactly kids need to know and be able to do as a result of our Writing instruction.

### **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.**

Our teachers will work in PLC grade level teams to agree on the essential learning for each unit of study in Writing. Teachers will then score the district-provided Writing post-assessment with the rubric provided and then meet to discuss the results of this assessment and plan

follow-up instruction based on the needs of the students.

### 21a. Math- Strengths

Our students are growing in a broad range of basic Math skills. Our district provided Math in Focus curriculum provides a great deal of structure and assists teachers in bringing both horizontal and vertical alignment to our Math program here at Ganiard.

### 21b. Math- Challenges

Our students continue to struggle with tasks and problems that higher-level thinking. While many students are able to apply basic skills to simple word problems, they struggle to complete multi-step problems, as well as questions that require them to use basic skills in an unfamiliar way. We also find that our students don't always retain the most important information. As a result, they do not perform quite as well on benchmark assessment as we would like to see.

### 21c. Math- Trends

We have seen significant improvement in our Math scores over the last three years. The overall trend is roughly a 15% increase in scores each year.

### 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.**

Our teachers will meet in PLC grade level teams to determine the essential learning outcomes for each unit of study in our Math in Focus curriculum. Teachers will also give a common assessment at the end of each unit of study and meet together to discuss the results and adjust Tier 2 Math intervention groups based on this data.

### 22a. Science- Strengths

Our students demonstrate growth and proficiency on local grade-level assessments that test basic Science skills.

### 22b. Science- Challenges

Our students struggle to apply informational reading and writing skills in order to answer deeper questions in Science that relate to text structures and Science processes.

### 22c. Science- Trends

In general, our student scores on state Science assessments are consistently low and fairly consistent from year to year.

### 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.**

Our School Improvement Plan outlines a plan to address these challenges in three ways. First, each teacher is required to schedule a block of time each week devoted to Science instruction. Second, teachers at each grade level are working together on the development of these lessons to ensure a guaranteed Science curriculum at each grade level. Third, each grade level team is working on a plan to incorporate Science outcomes into their teaching of Informational Reading and Writing. At the older grades, teachers are developing a plan to incorporate Informational Reading and Writing outcomes into their weekly Science instruction.

### 23a. Social Studies- Strengths

Our students demonstrate growth and proficiency on local grade-level assessments that test basic Social Studies skills.

### 23b. Social Studies- Challenges

Our students struggle to apply informational reading and writing skills in order to answer deeper questions in Social Studies that relate to text structures and more complex Social Studies ideas and concepts.

**23c. Social Studies- Trends**

In general, our student scores on state Social Studies assessments are consistently low and fairly consistent from year to year.

**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.**

Our School Improvement Plan outlines a plan to address these challenges in three ways. First, each teacher is required to schedule a block of time each week devoted to Social Studies instruction. Second, teachers at each grade level are working together on the development of these lessons to ensure a guaranteed Social Studies curriculum at each grade level. Third, each grade level team is working on a plan to incorporate Social Studies outcomes into their teaching of Informational Reading and Writing. At the older grades, teachers are developing a plan to incorporate Informational Reading and Writing outcomes into their weekly Social Studies instruction.

## **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?**

The purpose and direction of the school, specially the staff's love for kids and desire to see students succeed; staff willingness to go above and beyond to help students; availability of parent involvement activities, as well as technology and reading material for students.

### **24b. Student Perception Data**

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

Affective areas such as teachers asking students how they feel about school and a desire for staff members to know kids outside of their respective classrooms or grade levels.

### **24c. Student Perception Data**

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

Staff members have discussed the results of the perception surveys and created smaller task-forces to address parent and student concerns.

### **25a. Parent/Guardian Perception Data**

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

Areas of teaching and assessing for learning, specifically providing an equitable curriculum that meets the needs of all students.

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

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

Areas of governing and leadership, specifically the school's governing body operating responsibly and effectively without interfering with operation or leadership of our school.

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

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

Increase parent representation on boards and committees, post school's purpose statement on website and print media and review annually, keep parents informed about meetings and elections where their decisions will have an impact on decisions that are being made about the operation of our school.

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

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

Areas of governance and leadership, specifically the school's leaders expect staff members to hold all students to high academic standards.

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

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

Areas of resources and support systems, specifically the lack of time to focus on those things that teachers feel will directly impact student achievement.

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

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

Teachers are being given greater autonomy to determine the focus and emphasis of their work in grade level PLCs. While all staff are still expected to work within the framework laid out by the school improvement plan, teams will be given more freedom to make decisions about the direction of their PLC teams.

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

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

Areas of dedication and passion for teaching, specifically the ways that many community members see the enthusiasm for learning in our school community.

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

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

Areas of partnership and communication, specifically that some stakeholders desire more opportunities to partner with the school and assist in practical ways.

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

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

School leaders will look for ways to communicate our school's needs with those in the community and foster ongoing relationships with those who can help us achieve our goals as a school.

## **Summary**

### **28a. Summary**

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

In general, we are well aware of the areas that we would like to improve in each of these four areas. The challenge is juggling the wide and varied needs and developing long-term, systematic, and sustainable ways to address these needs and to continue on a path of continuous improvement.

### **28b. Summary**

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

We know that learning is impacted by a variety of factors and that our student's success is determined by far more instructional strategies. If our students are going to be truly successful in school and in life, it is important that we take a holistic approach to teaching and learning and address the challenges in each of the areas outlined in the data that we have reviewed.

### **28c. Summary**

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

Our school improvement plan addresses the need for improved student achievement in Reading, Writing, Math, Science, and Social Studies. We have worked through an extensive process to determine the activities that we truly believe will improve student learning in our building. We have also take great care to include stakeholders to ensure that the process honors those who are essential in helping our students succeed.

# School Additional Requirements Diagnostic

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	NWEA is used to assess math and reading at all grade levels K-4. We also have local math assessments and reading assessments used at all grade levels. M-STEP takes place for 3rd and 4th grade.	

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://tech.mtpleasant.k12.mi.us/mpps/annual_reports/ed_reports/ganiard-aer.pdf">http://tech.mtpleasant.k12.mi.us/mpps/annual_reports/ed_reports/ganiard-aer.pdf</a>	

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

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

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

Ganiard School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No		

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		

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

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

# Title I Schoolwide Diagnostic

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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).

## Component 1: Comprehensive Needs Assessment

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

The Comprehensive Needs Assessment was worked on throughout the 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 and we will continue in 2016-17 school years by all members of the School Improvement Team and the entire Ganiard staff. Other district personnel aided in the completion of the data portion. This is a working document that will be updated throughout the year.

### 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?

Several conclusions were drawn from the results obtained from the comprehensive needs assessments in the areas of student achievement, school programs/process, perception, and demographic.

#### Student Achievement

The areas of achievement were:

Student Writing proficiency

Student Math proficiency

Student Reading proficiency

Student Science proficiency

Student Social Studies proficiency

What was discovered/concluded:

Writing proficiency:

June 2016 data:

Opinion Writing Unit:

Kindergarten 48% students are proficient

First Grade- 49% students are proficient

Second Grade- 23% students are proficient

Third- 56% students are proficient

Persuasive Writing

Fourth - 62% students are proficient

June 2016 Informational Writing Unit:

Kindergarten- 49% students are proficient

Second Grade- 19% students are proficient

Third Grade- 57% students are proficient

Fourth Grade- 64% students are proficient

---

June 2016 data:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Ganiard School

---

Narrative Writing Unit:

Kindergarten 22% students are proficient

First Grade- 34% students are proficient

Second Grade- 32% students are proficient

Third- 33% students are proficient

Fourth- 55% students are proficient

Reading proficiency:

NWEA Reading 2014-15:

Kindergarten 80% proficient

First Grade 68% proficient

Second Grade 72% proficient

Third Grade 63% proficient

Fourth Grade 66% proficient

NWEA Reading 2015-16:

Kindergarten 92% proficient

First Grade 91% proficient

Second Grade 98% proficient

Third Grade 97% proficient

Fourth Grade 95% proficient

I

Spring 2015 Science Assessment:

Kindergarten 94% proficient

First Grade 94% proficient

Second Grade 79% proficient

Third Grade 88% proficient

Fourth Grade 62% proficient

Spring 2016 Science Assessment:

Kindergarten 99% proficient

First Grade 97% proficient

Second Grade 91% proficient

Third Grade 90% proficient

Fourth Grade 52% proficient

Spring 2015 Social Studies Assessment:

---

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Ganiard School

---

Kindergarten 97% proficient  
First Grade 94% proficient  
Second Grade 74% proficient  
Third Grade 87% proficient  
Fourth Grade 73% proficient

### Spring 2016 Social Studies Assessment:

Kindergarten 99% proficient  
First Grade 98% proficient  
Second Grade 73% proficient  
Third Grade 95% proficient  
Fourth Grade 50% proficient

### Spring NWEA 2015 Math Data:

Kindergarten 91% proficient  
First Grade 71% proficient  
Second Grade 87% proficient  
Third Grade 75% proficient  
Fourth Grade 74% proficient

### Spring NWEA 2016 Math Data:

Kindergarten 96% proficient  
First Grade 93% proficient  
Second Grade 98% proficient  
Third Grade 94% proficient  
Fourth Grade 90% proficient

We are spending a great amount of time on data analysis and increasing student learning. It is a priority to be collaborative and consistent within our building and across grade levels to be more effective in our teaching. We have implemented one hour per week of PLC time to focus on student data and flexible groupings. We also had six half day PLC trainings with a focus on the four critical questions, math interventions in place, plan for instructional learning cycle in reading and writing, a consistent reading and writing plan across the curriculum, SMART goals, establish teaching and learning priorities for tier 1, plan for tier 2 intervention groups and take a closer look at writing pre-assessments and summarize results.

### Perceptions (Parents, Staff and Students)

#### What was examined:

The school survey looked at vision, standards/expectations, leadership, collaboration/communication, alignment to standards, monitoring of teaching and learning, professional development, learning environment, family and community involvement,

#### What was discovered/concluded:

152 parents/guardians, 40 staff members and 253 K-4 grade students completed the survey.

All three groups of stake holders had similar responses to all question in most categories. Around 95% of

responses fell in the "agree" and "almost always agree" categories.

Data shows that some families are unsure about discipline being handled according to school policies and if instructional time is interrupted during the school day due to classroom disruptions.

Data on the staff survey showed that 98% agree that we have a common understanding of our goals while 95% agree that we have a clear mission statement focused on student achievement. 88% of staff members believe our school provides protected instructional time while 93% of staff believe they have the resources available to them to meet their needs during instructional time.

Data shows that 96% of students believe that their teacher makes sure they are learning things they will need for the future. 80% of students feel safe while at school all the time while the other 20% of students feel safe at school most of the time. 84% agree that they are treated with respect and kindness by adults while at school all of the time while another 11% feel they are treated with respect and kindness most of the time.

Demographic (Student Body at a minimum)

Gender, ethnicity, social economic status and students with disabilities were examined.

The main sub group we have is economically disadvantaged. However, this sub group is consistently making progress toward their goals and gradually closing the gap.

### **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.**

Alignment to GOALS

Our priority areas for establishing GOALS are: reading, writing, math, science, and social studies.

The lowest scoring 15% of students in writing, math and reading will be the focus of objectives and interventions. The goal continues to be closing the gap between our bottom 30% and top 30%. Our bottom 30% will be monitored closely to take steps as needed to close the gap.

### **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?**

All goals are written to address needs at all levels. Specifically our bottom and top 30% will be monitored closely. At Risk students during their 30 minutes per day of a specific reading and math interventions are working in small groups and with a more intense program to address certain skills. They are also invited to participate in extended day and extended year opportunities as they become available. For the past two years we have had an additional 30 minutes of specific intervention time for math for all students. After PLC teacher groups met, flexible groups were created and implemented with ALL students getting extra instruction based on their individual learning continuum.

## Component 2: Schoolwide Reform Strategies

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

The overarching comprehensive research based concept/program that Ganiard Elementary will be implementing is differentiated instruction within the MTSS (Multi Tier Support System) Model. Staff will receive updated professional development to further strengthen the existing MTSS model. The new school wide practice will be to place greater focus on the individual needs of all students. Particular attention will be given to the achievement of students in the identified subgroups.

During the 2015-16 school year, Ganiard continued to use block scheduling in order to continue our PLC's building wide. Each grade level met weekly during common planning time to analyze data and create flexible groups, come up with plans/strategies to continue closing our gap. Specifically bottom 30% were looked at closely.

The use of technology to further differentiate instruction as well as analyze data was another central focus on the reform model. The focus of technology was to enrich and accelerate the curriculum for all students. These programs helped all students, with a focus on the Tier II students as well as economically disadvantaged students and special education students.

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

The overarching comprehensive research based concept/program that Ganiard Elementary implemented is differentiated instruction within the MTSS. Staff received updated professional development to further strengthen the existing MTSS model. The new schoolwide practice is to place greater focus on the individual needs of all students. Particular attention is given to the achievement of students in the identified subgroups.

Using the framework on Cultures Built to Last PLC's were created and implemented during the 2014-2015 school year and were continued in 2015-16. Teachers used their SOAP notes to analyze data during weekly PLC meetings and as a staff we reviewed data and best practices during biweekly staff meetings.

The use of technology to further differentiate instruction as well as analyze data is another central focus on the reform model. The focus of technology is to enrich and accelerate the curriculum for all students. Two sets of Chrome books were purchased during the 2014-2015 school year. One classroom set can be checked out for the upper elementary levels (grades 3 and 4) and one classroom set can be checked out for the lower elementary levels (grades K-2).

These programs helped and will continue to help all students, with a focus on the Tier II students as well as economically disadvantaged students and special education students.

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

The overarching comprehensive research based concept/program that Ganiard Elementary implemented is differentiated instruction within the MTSS model. The practice will continue to accelerate the learning of the Tier II students, which has been the case as a Targeted Assisted Program. The new schoolwide practice will be to place greater focus on the individual needs of all students. Particular attention will be given to the achievement of students in the identified subgroups. The use of technology to further differentiate instruction as well as analyze data will be another central focus on the reform model. The focus of technology will be to enrich and accelerate the curriculum for all students. These programs will help all students, with a focus on the Tier II students as well as economically disadvantaged students and special education students. During the 2015-16 school year we put a greater emphasis on strengthening our Tier I Instruction.

### **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.**

Throughout our school day in 2015-16 all students Kindergarten through fourth grade participated in 30 minutes of intervention time in both reading and math. Since implementing, with fidelity, our 30 minute daily Math SWAMP groups our school continues to see an incline in our NWEA Math scores. Data such as Math in Focus unit tests and NWEA was used in the determination for flexible groupings.

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

At Ganiard our MTSS committee meets regularly to look at individual students and their data. At that time we determine if their needs are being met with the plan in place. If the answer is no, then we change the course and apply new strategies and activities for them. We also have grade level data meetings and weekly PLC meetings to analyze current interventions, work on essential learning outcomes, check individual student data growth and talk about Tier 1 instruction.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff at Ganiard Elementary is Highly Qualified as per NCLB.	

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

## Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2015-16 school year we had a turnover rate of 0%.

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

Certified staff ranges:

Less than 1 year	13%
1 to 3 years	16%
4-10 years	39%
11-20 years	19%
more than 20 years	13%

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

At the school level, Ganiard Elementary is in close proximity to Central Michigan University utilizing students from CMU's student teaching program, midtier program, Lunch Buddy program, tutoring, and other on-campus organizations.

Teacher-led and PTO events support student achievement and help keep HQ teachers in our building.

Cohesive and collegial staff creates an inviting environment where teachers feel comfortable to teach and students are successful.

At the district level Mt. Pleasant Public schools does several things to attract and keep high-quality, highly qualified teachers to/in high needs schools. MPPS continues each year to offer a competitive salary schedule in comparison to surrounding districts in order to attract and maintain High-Quality teachers. High quality professional development is offered in all core academic areas at all levels of education. MPPS continues to give teachers a 1 day professional development leave to pursue professional education in their field. Extra district and school resources are available to staff through Native American Tribal monies and grant disbursements. Contractual efforts are made to ensure small class sizes at all grade levels. Teachers are compensated in the event that an overload occurs.

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

At the district level Mt. Pleasant Public schools does several things to attract and keep high-quality, highly qualified teachers to/in high needs schools. MPPS continues each year to offer a competitive salary schedule in comparison to surrounding districts in order to attract and maintain High Quality teachers. High quality professional development is offered in all core academic areas at all levels of education. MPPS  
SY 2016-2017

## School Improvement Plan

Ganiard School

---

continues to give teachers a 1 day professional development leave to pursue professional education in their field. Extra district and school resources are available to staff through Native American Tribal monies and grant disbursements.

Contractual efforts are made to ensure small class sizes at all grade levels. Teachers are compensated in the event that an overload occurs. MPPS is in close proximity to Central Michigan University utilizing students from CMU's student teaching program, midtier program, and oncampus organizations.

**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?**

NA

---

## 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.

Our teachers have received professional development in differentiated instructions, training and implementation of the new math curriculum that is aligned with CCSS, instructional rounds, and parental involvement. For 2014-2015 teachers were trained in the use of Professional Learning Communities. This was an overarching theme for our building. One teacher per grade level was trained in the use of the MAISA writing units. The trained teacher brought back the information and trained their grade mates. Teachers were also trained and implemented the use of SOAP Notes to help analyze data. We also were trained and used Data Dialogue. During the upcoming 2016-2017 school year 20 certified staff members have signed up to continue their learning growth through a Professional Development offered through Solution Tree. The purpose of this PD is to strengthen our PLCs, review and discuss with grade mates and cross grades our Essential Learning Outcomes and to come up with Formative Assessments in the area of reading to make sure we continue our growth in students. Certified Teachers that are on our School Improvement Team have also signed up for the C.O.M.M.I.T. Summer Leadership Academy. Topic being addressed is Collaborative Inquiry for Educators (keynote speaker will be Jenni Donohoo). In the Fall 2016, our entire district will be involved in a full day PD with Eric Jansen, revisiting the topic of educating students with poverty in mind.

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

Professional development is the majority of each staff meeting which happens twice per month. We also have six to eight half days written in to our school improvement plan to allow teachers to teach others in PLC's and Essential Learning Outcomes. In addition the district has several professional development days built into our district calendar. Our district offers opportunities for ongoing professional development throughout the summer. This summer a 2 day workshop offered through Solution Tree will take place. The purpose of this workshop is enhance our PLCs and look deeper into our Essential Learning Outcomes and Formative Assessments.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## **Component 6: Strategies to Increase Parental Involvement**

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

Ganiard Elementary School held and will continue to hold an annual school-wide Title 1 Meeting in the fall (September/October) with the purpose of this meeting will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful. Parents will be notified of the meeting through U.S. mail, in a Friday Folder flyer, on a school newsletter, on the school website, and in student agenda messages.

Ganiard Elementary School will ensure the involvement of all parents by offering a variety of activities and meetings with flexible times. Parent conferences, parent workshops, PTO activities, Read and Reach bags, Read and Feed, Lending Library, and IEP meetings are all offered at times that accommodate parent needs.

Ganiard Elementary School will involve parents in planning and reviewing the School-Wide Title 1 program by having parents review the School Parent Involvement Policy and Parent Compact at the Annual Fall Meeting (those who do not attend will receive a copy of the compact in their child's agenda). Ganiard will be pro-active in seeking parent input by posting the Parent Involvement Policy for parents to review during Parent Teacher conferences in a visible location. Suggestions will be shared with appropriate stakeholders and policies will be reviewed and revised to incorporate suggestions. Ganiard will also hold a mid-year Parent Partnership Meeting (January/February) for stakeholder representatives at flexible times (morning and evening) to review the Title 1 program, parent involvement policy and ask for suggestions for improvement. We will provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy when appropriate. Ganiard will utilize a variety of communication methods with parents (school newsletter and websites, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program.

Ganiard Elementary School will provide timely information about programs, curriculum, and assessment through several formats. Some of these formats include: The Annual Fall Title 1 meeting, Fall Curriculum Night/Open House (childcare provided), parent conferences (fall and spring/additional conferences upon parent request), School/Classroom Newsletters/District Newsletters, NWEA parent reports, District Web Site - Policy and Compact available on website, Tier II Parent Conferences - meet intervention specialists /see intervention programs/discuss students progress thus far/provide Family Learning Materials, Parent Workshops (childcare provided), Home Visits (as needed), Student Agendas, and Telephone Calls/E-mail correspondence.

Ganiard will be pro-active in seeking parent input and providing a forum for feedback by posting the Parent Involvement Policy for parents to review during Parent Teacher conferences in a visible location. Suggestions will be shared with appropriate stakeholders and policies will be reviewed and revised to incorporate suggestions. Parent input will also be given at Parent Partnership Meetings.

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

Ganiard will involve parents in the Schoolwide Reform Model by having a parent on our school improvement team. The parent(s) will be called upon as needed. Parent input about high quality professional development pertaining to parent involvement will be considered. Ganiard staff will work closely with the Parent Involvement Committee to discuss strategies for increasing parent involvement in school events, activities, and student learning. Members from the Parent Involvement Committee will attend schoolwide events and programs to provide additional assistance to students and parents.

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

Parent perception surveys will be given so parent evaluation of different Schoolwide Program components can be collected.

Throughout the school year parent input will be received at Parent-Involvement Committee meetings.

Surveys were given to parents at the beginning Title I parent meeting and at the end of the year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Ganiard Elementary has a current Parent Involvement Policy that is given to every family.	Parent Involvement Policy

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

1118 (e) Building Capacity for Involvement

To ensure that parents are informed about academic standards and assessments, Title I programming, and the monitoring of children's progress, Ganiard Elementary School will provide parents with a parent copy of the Parent Guides to Their Child's Learning (Grade Level Content Expectations) which may be discussed at Parent-Teacher Conferences and Fall Curriculum Night. Examples of at-home activities to help children reach their highest potential will also be discussed at Curriculum Night. At conferences teachers will provide parents with district assessment information and student progress, and Intervention Specialists will be available at conferences to provide information and answer questions about assessments. Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate. ELPA results for ELL students sent to parents as well. (Title I Schoolwide Diagnostic, Ganiard School, Page 22)

© 2014 AdvancED www.advanc-ed.org Ganiard Elementary School offers training and materials to parents through a variety of events and activities. These events include Fall Curriculum Night/Open House (childcare provided), Kindergarten Kick Off/Open House (in April - August), Parent Workshops (childcare provided), Family Kindergarten Readiness Resource Bag for incoming Kindergarteners given to parents at Kindergarten Registration/Kick-Off, Summer Reading Program/Thinkstretch, and weekly school newsletters/Classroom newsletters/District publications/District cable television program. Additional information is offered on our District website-which also takes community members to our Ganiard school website Ganiard Elementary School respects parent involvement in the school community and will educate teachers, Title I staff, and principals regarding the value of parent involvement. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. Ganiard Elementary School will work to coordinate parent involvement activities with other programs to ensure success for all. GSRP-Great Start Readiness Program Preschool program located in our district that prepares students for Kindergarten expectations, School wide Family nights, PTO, Head Start, Preschool Visit: Preschoolers and their parents are invited to Ganiard to tour their new building (April), and Kindergarten Open House/Kick Off for incoming Kindergartners and their parents (April - August). To ensure that all parents are informed in a timely and family-friendly manner, Ganiard Elementary will provide student agendas, E-mail, School and District Websites, provide translators from Central Michigan University's Foreign Language department as needed, school Newsletter/Classroom Newsletters/District Newsletters written in a family-friendly language, and provide accommodations for parents with physical disabilities. To provide support for parental involvement at their request, Ganiard Elementary School will make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement. Ganiard will also allow classroom and school volunteer opportunities.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children Ganiard Elementary School will ensure that parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their second language by

## **School Improvement Plan**

Ganiard School

---

providing flexible meeting times, handicapped accessible facilities, home visits, phone conferences (bilingual interpreter as needed), school newsletters/classroom newsletters/district newsletters (written in a family-friendly language), accommodations for parents with physical disabilities, transportation assistance, and childcare.

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

Parent perception surveys will be given so parent evaluation of different Schoolwide Program components can be collected.

Throughout the school year parent input will be received at Parent-Involvement Committee meetings.

Surveys are available at each parent involvement after school event.

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

In the spring of 2016 Ganiard staff and stakeholders will review the results of the evaluation and together make appropriate changes to improve the Schoolwide Program for the 2016-17 school year.

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

Ganiard Elementary School has developed a School/Parent/Student compact that was created by our Parent/Teacher Partnership Committee and is reviewed annually. Revisions are made based on the Fall and Spring Conference Parent Survey results and additional suggestions provided by parents. The compact is reviewed and given to all parents at the Fall Family Meeting. Teachers discuss with parents how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice. Parent input is requested in the Spring when teachers meet to review what Title 1 completed that school year.

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

The compact is discussed at the Fall parent teacher meeting and then parents are given a hard copy to take home, review, sign and return. Teachers, parents and students review the compact and sign. Original compacts are kept in the individual student agendas. Copies are made and housed by teachers.

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

NA

# School Improvement Plan

Ganiard School

---

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

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

Ganiard will provide individual student academic assessments results in an understandable and uniform format, including alternate formats upon request, and in a language that parents understand "to the extent practicable" (everyday language with a readability level of sixth grade or lower). Staff will also ensure that jargon is avoided and if technical terms or acronyms must be used, they will be carefully explained.

Staff communication with parents and stakeholders in our school continues to shift to electronic and technology based modes of communication, but Ganiard staff will ensure that it is never assumed stakeholders have access to the appropriate modes of technology for necessary communication or information. Paper forms and oral communication will be available upon request and when appropriate. This communication can also take the form of newsletters, notes/emails to parents, individual conferences, and phone conversations.

While Ganiard School does not have a high population of stakeholders who speak English as a second language, written translations of printed information will be provided upon request. If the written translation is not practical, however, Ganiard will provide information orally in a language that they understand.

Ganiard will also ensure that communication with parents with disabilities is as effective as communication with other parents. Ganiard will furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, understand, and enjoy the benefits of our Title I programs, services, or activities.

## **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?**

Visitation and Other Strategies to Connect with Preschool Children:

The annual Kindergarten Kickoff is coordinated by the District multiple times during the months of May-August. Parents are invited to attend one kickoff event. The kickoff includes information and services from a variety of community agencies including the Health Department, Parks and Recreation, and the district Preschool programs.

Students are able to be in classrooms with teachers doing activities and getting academic screenings. Parents are in an informational meeting at the time to learn more about the program. This gives teachers a chance to meet the students and see them in a classroom environment. Incoming Kindergarten students also have the opportunity to sit on a MPPS bus and meet a driver.

Local Head Start Programs and other Pre-schools are invited to visit the district elementary schools. Preschool students and staff view the elementary, have a snack and do an activity together to connect with the preschool children.

Kindergarten teacher representatives participate in spring parent meetings at area Head Start and private preschool programs in the area to discuss district programs and transitioning into Kindergarten.

District Kindergarten Teachers and the Title I Extended Programs Coordinator serve on a Community-Wide Early Childhood Advisory Committee that assist in transitioning students into school.

### **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?**

MPPS has developed Kindergarten enrichment materials to help parents understand the Kindergarten program and suggest ways they can help prepare their child before coming to school. These include a Welcome to Kindergarten Resource Guide Flip Chart and copies of the Kindergarten grade level content expectations.

Resource bags are distributed at Kindergarten Kickoff with information and activities for parents and students to use and refer to over the summer. Each bag is distributed to a parent/guardian with conversations about the ways the materials can be used to help better prepare their child for Kindergarten.

MPPS also offers Developmental Kindergarten for those students who would benefit by having a transitional year.

## **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?**

MPPS does have multiple committees in each core subject area. These committees meet to discuss academic changes, resources needed, funding that may be available.

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

Teachers in all buildings meet to analyze data at each grade level. We also spend staff meeting time looking at data and determining classroom needs based on that data. For 2015-16 we continue to implement PLC time at each grade level that will be specific to each school improvement goal. This time was part of their common planning time created by using a block schedule across the building. This schedule allowed teachers to meet regularly for focused collaboration on specific data. We plan to continue block scheduling to ensure weekly PLC time can continue during the 2016-17 school year.

## **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.**

We have data meetings to look at all students' data. During these meetings determinations are made based on the findings. We also have a very strong MTSS team that looks at individual students as needed. Ideas and suggestions are then given to the teacher to help that student achieve. Data is collected and reviewed continually. In 2014-15 we started to use PLC time at each grade level every week during common planning time. Teachers were able to look closely at local data to drive instruction. This continued during the 2015-16 and this will continue in the 2016-17 school year.

### **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?**

Our MTSS team meets weekly to address individual student needs. These students receive immediate attention in the area of difficulty. We continually analyze classroom data to determine who needs additional Title 1 services and who needs extended day opportunities. We also have 30 minutes of reading and math interventions daily that are constantly monitored and changed when needed.

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

Teachers use small group and individual instruction in order to meet the needs of all students. Data helps drive those decisions. Teachers also regularly conference with students during Language Arts and Math to better support them on an individual basis. The use of our 30 minute intervention for reading and math is also essential in helping us meet the needs of each individual student.

## **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.**

FEDERAL RESOURCES, PROGRAMS & GRANTS: Title I, Title IIA, 31A, America Reads

STATE RESOURCES, PROGRAMS & GRANTS: Great Starts Readiness Program, Michigan State Police, Aramark Food Services

LOCAL RESOURCES, PROGRAMS & GRANTS: PTO, CMU Volunteer Center, Saginaw Chippewa Indian Tribe, Mount Pleasant City Police, Art Reach, Junior Achievement, Veteran Memorial Library, MPHS Spanish Club and Athletes, Therapy Dogs and Parks and Recreation, Lunch Buddies through CMU.

FEDERAL RESOURCES, PROGRAMS & GRANTS: Title I provides additional assistance to our at-risk population by funding Intervention Specialists and Intervention Paraprofessionals; Parent Involvement Coordinator, activities and materials; extended day programs and staff; Title IIA provides professional development and materials for required programs as stated in the plan. 31A funds a Behavioral Interventionist. America Reads provides tutors for a paired reading program.

STATE RESOURCES, PROGRAMS & GRANTS: Great Starts Readiness Program provided identified families of at-risk students with preschool and other services to aid in the transition to kindergarten. Michigan State Police provide youth services. Aramark Food Services provides free and reduced breakfast and lunch to students who qualify.

LOCAL RESOURCES, PROGRAMS & GRANTS: PTO provides family activities and supplemental materials for the classroom. CMU Volunteer Center provides Lunch Buddies for our at-risk students. The Saginaw Chippewa Indian Tribe provides Native American tutors as well as grant money for activities and materials that supplement the curriculum. Mount Pleasant City Police provides a liaison officer. Art Reach provides a picture program that enriches the art program. Junior Achievement provides programs on economics that coordinate with the math and social studies curriculum. Nutrition Club is also offered for those students families who need assistance.

**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.**

Please refer to the sheet titled, "Resources for the Implementation of the Ten Schoolwide Components", page 3 of the attachment

**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.**

## School Improvement Plan

Ganiard School

---

that meets nutritional guidelines for students who qualify. All schools in our district also offer a nutrition club bag once a week for families in need. Snacks and rides available through ICTC for Title I extended day programs and the after school PEAK program are also provided by our district food service program.

K-3: Michigan State Police and Mount Pleasant City Police provide a violence prevention program. A state police officer and Mt. Pleasant City police officer assigned to our building that help to coordinate safety and anti-bullying programs in the classroom. Officers also work with staff in coordination with our schoolwide crisis and lockdown plans. Officers have also worked with parents to give support in dealing with specific student issues.

## **Evaluation:**

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

Each year Ganiard's staff and school improvement team evaluates our school improvement plan. Currently we use NWEA data to determine whether or not Ganiard has made growth moving all of our students to the proficient or advanced levels of achievement in reading/language arts and math relative to Michigan achievement standards.

The annual review of the school-wide program goes beyond this measure to examine all aspects and goals of the school-wide plan by examining district data (DIBELS and MIF tests), as well as data specific to our school (DRA2, MLPP, NWEA, Science and Social Studies Pre and Post and MAISA writing units). Scores are examined for data trends, as well as by gender and socio-economic differences. Any statistically significant differences are addressed by planning for a specific educational focus the next year to decrease the gap. Progress of children is charted and interventions used are closely scrutinized for effectiveness with each child. Changes in grouping or the intervention are made if "realistic" or "ambitious" progress is not being made. Using interventions with fidelity is crucial. The lowest 15% of students are progress monitored every two weeks. Data is plotted and progress is noted. Lack of "realistic" or "ambitious" progress by a student necessitates a change in the intervention that they are receiving. The change may be: using the same intervention but moving the child to a smaller group, keeping the original intervention but adding another intervention (extended day opportunities, additional skill blocks, or Tier 3 planning), or changing the intervention entirely.

Title I staff uses the three data points from Fall, Winter and Spring from NWEA reading and math as a way to evaluate the success of the instruction of students in the Title I program. In order to evaluate the implementation of the School Improvement Plan (SIP), we will monitor the successful use of the strategies and activities in the SIP. The building administrator will conduct periodic walk-throughs in each classroom in order to observe the SIP strategies and activities in action. The building administrator will periodically review lesson plans.

### **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.**

Each year Ganiard's staff and school improvement team evaluates our school improvement plan. We use State M-Step data to determine whether or not Ganiard has made progress. The annual review of the school-wide program goes beyond this measure to examine all aspects and goals of the school-wide plan by examining district data (DIBELS and MIF tests), as well as data specific to our school (DRA2, MLPP, MAISA writing units, Social Studies and Science pre/post assessments, and NWEA). Scores are examined for data trends, as well as by gender and socio-economic differences. Any statistically significant differences are addressed by planning for a specific educational focus the next year to decrease the gap. Many times throughout the year DIBELS and NWEA data are closely examined by classroom teachers (including LD and EI), Title I teachers, School Psychologist, Special Education Staff Member(s), and the principal. Progress of children is charted and interventions used are closely scrutinized for effectiveness with each child. Changes in grouping or the intervention are made if "realistic" or "ambitious" progress is not being made. Using interventions with fidelity is crucial. The lowest 15% of students are progress monitored every two weeks. Data is plotted and progress is noted. Lack of "realistic" or "ambitious" progress by a student necessitates a change in the intervention that they are receiving. The change may be: using the same intervention but moving the child to a smaller group, keeping the original intervention but adding another intervention (extended day opportunities, additional skill blocks, or Tier 3

planning), or changing the intervention entirely. Title I staff uses the data as a way to evaluate the success of the instruction of students in the Title I program. In order to evaluate the implementation of the School Improvement Plan (SIP), we will monitor the

successful use of the strategies and activities in the SIP. We will monitor implementation in the following ways:

Each PLC grade level was responsible for their own agendas during their weekly PLCs, making sure that their agenda was aligned to our SIP plan.

The building administrator will conduct periodic walk-throughs in each classroom in order to observe the SIP strategies and activities in action. The building administrator will periodically review lesson plans.

### **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 first thing the SI Team does to determine whether or not the schoolwide program has been effective is it looks at is the percentage of students, as a whole and in disaggregated groups, that have achieved proficiency relative to Michigan's academic content and achievement standards and how that compares to the percentage that achieved proficiency before the schoolwide plan implementation. Data collected for students who are furthest from achieving the standards (bottom 15%) in the beginning of the school year is compared to data collected at the end of the school year. The data is used to determine if the measurable, timely, and reasonable goals for growth have been reached and whether or not the progress made was steady throughout the course of the school year. The SI Team uses researched based tools to determine the pace of growth that is realistic and ambitious for these students. The SI Team has identified activities that increase student achievement such as greater parent involvement, opportunities for extended day programs, and more high-quality professional development. The SI team then evaluates whether increased participation in these programs impacts student achievement.

### **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?**

The school improvement team will revise the plan, as necessary, by reviewing the strategies and action steps that were originally proposed in the school-wide plan. While using the findings and recommendations from the evaluation, the SI Team will identify the parts of the school-wide plan that have been implemented ineffectively or not at all. Once the strategies or actions that have shown to be ineffective or not implemented are identified, the SI Team will solicit the input of all stakeholders in identifying more effective strategies to achieve the identified goals and areas for improvement. It is during this time we will also identify any additional training that is need to improve implementation, or additional resources that are needed to implement the revised plan and how they will be obtained. Revisions must be based on reliable data collected in a systematic way over time, and they must clearly serve the goals of the plan. Once the more effective strategies/changes are identified, the SI Team will re-establish responsibilities and timelines for implementing the new plan, and communicate to all stakeholders what has been incorporated into the revised plan. Finally, the SI Team will review the implementation review design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's evaluation.

# **Ganiard Elementary School Improvement Plan 2016-2017**

## **Overview**

### **Plan Name**

Ganiard Elementary School Improvement Plan 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Ganiard Elementary will become proficient readers and writers across the curriculum.	Objectives: 2 Strategies: 1 Activities: 22	Academic	\$248961
2	All students will become proficient in math.	Objectives: 2 Strategies: 2 Activities: 16	Academic	\$217700
3	All students at Ganiard Elementary will become proficient in science and social studies.	Objectives: 4 Strategies: 2 Activities: 7	Academic	\$1650

## Goal 1: All students at Ganiard Elementary will become proficient readers and writers across the curriculum.

### Measurable Objective 1:

A 4% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in reading and writing across the curriculum in English Language Arts by 05/01/2022 as measured by State assessment data and local data including NWEA data.

### (shared) Strategy 1:

Differentiated Instruction - Teachers will collaborate and implement differentiated instruction with a focus on improving the proficiency levels of 85% of our total population, including economically disadvantaged and at-risk learners.

Category:

Research Cited: Tomlinson, C.A. (2010), *Leading and Managing a Differentiated Classroom*, ASCD, Alexandria Virginia.

Tier: Tier 1

Activity - Daily 60 minute writing block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a 60 minute writing block engaging students in the writing process each day.	Direct Instruction			09/23/2013	05/01/2022	\$0	No Funding Required	All teachers are required to implement this activity. Administration will be responsible for observing and evaluating the consistency.

# School Improvement Plan

Ganiard School

Activity - Common Writing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams will use a common writing rubric 3 times per year to assess student writing before and after each writing unit. (Narrative, Informational, & Opinion) After scoring the pre-unit writing assessment, teachers will meet in Grade Level PLC teams at each grade level to identify instructional needs & strategies to be taught during the upcoming unit. Teams will summarize these focus areas and their plan for teaching them in a 1-page document. Once the post-unit writing assessment has been given, teams will meet together to compare pre- and post-unit scores, especially in the focus areas determined by the team when reviewing the pre-tests.	Curriculum Development	Tier 1	Implement	08/26/2014	06/10/2016	\$5200	Title II Part A, General Fund	All teachers and principal.

Activity - 90 minute reading block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize a 90 minute reading block every day in grades Kindergarten through fourth.	Direct Instruction			05/28/2013	05/01/2022	\$0	No Funding Required	All classroom teachers will participate in this activity and administration will monitor the activity.

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Ganiard School

Intervention Specialists will be utilized for a 30 minute reading intervention block at each grade level. They will also provide skill blocks as needed.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/08/2018	\$155000	Title I Part A, Section 31a	Intervention Specialists and Administrator
--	--------------------------	--------	---------	------------	------------	----------	-----------------------------	--

Activity - Extended day and year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard students will participate in extended day learning and summer camp for reading skills.	Academic Support Program	Tier 2	Monitor	06/22/2015	08/04/2017	\$31000	Title I Part A, Section 31a	Certified staff and administrator

Activity - Grade Level PLC Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60-90 minutes to explore and analyze reading and writing data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. We will create a calendar that will help define the work of learning teams.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Title I Schoolwide	Building administrator and certified teachers.

Activity - Adjusting Tier 2 reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams currently work together to create Reading intervention groups based on student needs. Reading interventions during the 2014-2015 School Year will include practice & support for both Narrative and Informational text. Teams will also meet monthly to revisit the placement of kids in intervention groups at their grade and make adjustments as necessary.	Teacher Collaboration	Tier 2	Getting Ready	08/26/2014	06/10/2016	\$5000	Title II Part A	Building administrator and certified teachers

## School Improvement Plan

Ganiard School

Activity - Read and Feed Parent Involvement reading event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to come to school and read with their kids during their child's lunch time. Kids and Parents will spread out throughout the school and eat lunch while they read together. Parents will be invited to the school twice during the school year. The reading event in the Fall will focus on Narrative texts and the reading event in the Spring will focus on Informational texts.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Building administrator and certified teachers

Activity - Essential Learning: Narrative and Informational Reading Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for their Narrative and Informational Reading units. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

Activity - Common Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will create common formative assessments for the Narrative and Informational units in order to assess the essential learning outcomes that were determined as part of their work as Professional Learning Teams.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/07/2015	06/03/2016	\$1350	Title II Part A	Principal, Classroom Teachers

## School Improvement Plan

Ganiard School

Activity - Flexible Tier 2 Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Reading Intervention. This data will include the Common Reading Assessments (as mentioned previously), as well as Learning Continuum Data provide by NWEA, DRA2, MLPP, and Dibels data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/07/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

Activity - Systematic Response to Writing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of our district plan, all teachers are required to give a post-unit writing assessment after completing each Writing unit. Teachers will meet in Professional Learning Community teams to examine the data together, to discuss student performance in relation to the predetermined essential learning outcomes for the unit, and to coordinate a response based on student writing. Teams will schedule time in their instructional calendar to provide additional opportunities for instruction and practice in the areas of need that were determined through the end-of-unit Writing assessments.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/07/2015	06/03/2016	\$0	General Fund	Classroom Teachers

Activity - Half-Day PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet for two half-days during the year to look more closely at student data and plan Tier 1 and Tier 2 instruction together.	Teacher Collaboration, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$2700	General Fund	Principal, Classroom Teachers

Activity - Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

DK-4th grade students at Ganiard elementary will have the opportunity to participate in the Think Stretch Summer Learning Program. We will hold a kick-off session to introduce the program to parents, materials will be provided to each student and assistance will be provided for current Title I caseload students. The Think Stretch Summer Learning Program offers students the opportunity to continue to use skills on concepts taught during the previous school year in reading, writing and math.	Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development	Tier 2	Implement	06/01/2016	09/09/2016	\$6000	Title I Part A	Classroom teachers, Title I teachers and Building Administrator
--	--	--------	-----------	------------	------------	--------	----------------	---

Activity - COMMIT Summer Leadership PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members from the School Improvement Team will attend the COMMIT Summer Leadership Institute to further learn how to facilitate collaborative inquiry with Jenni Donohoo at the building and district level.	Professional Learning	Tier 1	Implement	06/22/2016	06/24/2016	\$3360	Title II Part A	Certified teaching staff on school improvement, building administrator

Activity - PLC professional development continued	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
20+ teachers will work with a facilitator from Solution Tree and continue our study of Professional Learning Communities, MTSS and Assessments. Customized professional development sessions will be held with a focus on SMART goals, Data Analysis, Essential Learning Targets and continuing PLC. Related training materials will be used to further enhance our learning in these areas.	Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/01/2016	09/30/2016	\$16000	Title II Part A, Title I Part A	Building Administrator, Teaching Staff, Other Certified Staff

## School Improvement Plan

Ganiard School

Activity - Early Literacy Coach (Collaborative Inquiry Around Early Literacy)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016-2017 school year, a network of administrators and teachers from around the region will be trained on the Collaborative Inquiry Model. One of our classroom teachers will be a part of this team and will train PLCs on this inquiry model. This training will also include an in-depth look at Neil Duke's work on Instructional Practices in Early Literacy, Grades K-3.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/05/2016	06/09/2017	\$5000	Other	Building Administrator, Classroom Teacher (Literacy Coach), and Teacher PLC teams. Funding amount (\$5,000) includes the \$3,500 paid by grant for the stipend, as well as sub costs from for training throughout the school year.

Activity - Michigan Reading Corps Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard will also be a part of a grant awarded by the Michigan Reading Corps that will allow us to hire two tutors who will work within Ganiard's MTSS framework to implement Tier 2 reading interventions for students who are reading just below grade level.	Academic Support Program	Tier 2	Getting Ready	09/05/2016	06/09/2017	\$10000	Other	Building Administrator, Literacy Coach

Activity - Extended Year Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Ganiard students in Kindergarten – 2nd Grade will participate in a summer learning program designed to review essential skills from the previous year's curriculum in Math, Reading, and Writing.	Extra Curricular, Academic Support Program, Materials, Parent Involvement	Tier 2	Implement	06/13/2016	08/31/2016	\$1	Title II Part A	Building Administrator, Two Classroom Teachers, Title I Staff
---	---	--------	-----------	------------	------------	-----	-----------------	---

Activity - • Essential Learning: Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as Professional Learning Community teams at each grade level to determine the essential learning outcomes for the Foundation Skills portion of the Common Core State Standards.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/05/2016	06/09/2017	\$0	Other	Classroom Teachers

### Measurable Objective 2:

85% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in reading and writing across the curriculum in English Language Arts by 05/01/2022 as measured by state assessments and local data including NWEA.

### (shared) Strategy 1:

Differentiated Instruction - Teachers will collaborate and implement differentiated instruction with a focus on improving the proficiency levels of 85% of our total population, including economically disadvantaged and at-risk learners.

Category:

Research Cited: Tomlinson, C.A. (2010), Leading and Managing a Differentiated Classroom, ASCD, Alexandria Virginia.

Tier: Tier 1

Activity - Daily 60 minute writing block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

# School Improvement Plan

Ganiard School

Teachers will provide a 60 minute writing block engaging students in the writing process each day.	Direct Instruction			09/23/2013	05/01/2022	\$0	No Funding Required	All teachers are required to implement this activity. Administration will be responsible for observing and evaluating the consistency.
--	--------------------	--	--	------------	------------	-----	---------------------	--

Activity - Common Writing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams will use a common writing rubric 3 times per year to assess student writing before and after each writing unit. (Narrative, Informational, & Opinion) After scoring the pre-unit writing assessment, teachers will meet in Grade Level PLC teams at each grade level to identify instructional needs & strategies to be taught during the upcoming unit. Teams will summarize these focus areas and their plan for teaching them in a 1-page document. Once the post-unit writing assessment has been given, teams will meet together to compare pre- and post-unit scores, especially in the focus areas determined by the team when reviewing the pre-tests.	Curriculum Development	Tier 1	Implement	08/26/2014	06/10/2016	\$5200	General Fund, Title II Part A	All teachers and principal.

Activity - 90 minute reading block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

All teachers will utilize a 90 minute reading block every day in grades Kindergarten through fourth.	Direct Instruction			05/28/2013	05/01/2022	\$0	No Funding Required	All classroom teachers will participate in this activity and administration will monitor the activity.
--	--------------------	--	--	------------	------------	-----	---------------------	--

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will be utilized for a 30 minute reading intervention block at each grade level. They will also provide skill blocks as needed.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/08/2018	\$155000	Title I Part A, Section 31a	Intervention Specialists and Administrator

Activity - Extended day and year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard students will participate in extended day learning and summer camp for reading skills.	Academic Support Program	Tier 2	Monitor	06/22/2015	08/04/2017	\$31000	Section 31a, Title I Part A	Certified staff and administrator

Activity - Grade Level PLC Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60-90 minutes to explore and analyze reading and writing data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. We will create a calendar that will help define the work of learning teams.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Title I Schoolwide	Building administrator and certified teachers.
---	-----------------------	--------	---------------	------------	------------	--------	--------------------	--

Activity - Adjusting Tier 2 reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams currently work together to create Reading intervention groups based on student needs. Reading interventions during the 2014-2015 School Year will include practice & support for both Narrative and Informational text. Teams will also meet monthly to revisit the placement of kids in intervention groups at their grade and make adjustments as necessary.	Teacher Collaboration	Tier 2	Getting Ready	08/26/2014	06/10/2016	\$5000	Title II Part A	Building administrator and certified teachers

Activity - Read and Feed Parent Involvement reading event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to come to school and read with their kids during their child's lunch time. Kids and Parents will spread out throughout the school and eat lunch while they read together. Parents will be invited to the school twice during the school year. The reading event in the Fall will focus on Narrative texts and the reading event in the Spring will focus on Informational texts.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Building administrator and certified teachers

Activity - Summer Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a summer leadership workshop with Eric Jensen to better understand how to engage students that come from poverty.	Professional Learning	Tier 1	Implement	06/21/2015	06/24/2015	\$2000	Title II Part A	teachers and principal

## School Improvement Plan

Ganiard School

Activity - Essential Learning: Narrative and Informational Reading Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for their Narrative and Informational Reading units. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

Activity - Common Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will create common formative assessments for the Narrative and Informational units in order to assess the essential learning outcomes that were determined as part of their work as Professional Learning Teams.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/07/2015	06/03/2016	\$1350	Title II Part A	Principal, Classroom Teachers

Activity - Flexible Tier 2 Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Reading Intervention. This data will include the Common Reading Assessments (as mentioned previously), as well as Learning Continuum Data provide by NWEA, DRA2, MLPP, and Dibels data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/07/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

## School Improvement Plan

Ganiard School

Activity - Essential Learning: Narrative, Informational, and Opinion Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for their Narrative, Informational, and Opinion Writing units. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$1350	Title II Part A	Principal, Classroom Teachers

Activity - Systematic Response to Writing Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of our district plan, all teachers are required to give a post-unit writing assessment after completing each Writing unit. Teachers will meet in Professional Learning Community teams to examine the data together, to discuss student performance in relation to the predetermined essential learning outcomes for the unit, and to coordinate a response based on student writing. Teams will schedule time in their instructional calendar to provide additional opportunities for instruction and practice in the areas of need that were determined through the end-of-unit Writing assessments.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/07/2015	06/03/2016	\$0	General Fund	Classroom Teachers

Activity - Half-Day PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet for two half-days during the year to look more closely at student data and plan Tier 1 and Tier 2 instruction together.	Teacher Collaboration, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$2700	General Fund	Principal, Classroom Teachers

Activity - Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

DK-4th grade students at Ganiard elementary will have the opportunity to participate in the Think Stretch Summer Learning Program. We will hold a kick-off session to introduce the program to parents, materials will be provided to each student and assistance will be provided for current Title I caseload students. The Think Stretch Summer Learning Program offers students the opportunity to continue to use skills on concepts taught during the previous school year in reading, writing and math.	Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development	Tier 2	Implement	06/01/2016	09/09/2016	\$6000	Title I Part A	Classroom teachers, Title I teachers and Building Administrator
--	--	--------	-----------	------------	------------	--------	----------------	---

Activity - COMMIT Summer Leadership PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members from the School Improvement Team will attend the COMMIT Summer Leadership Institute to further learn how to facilitate collaborative inquiry with Jenni Donohoo at the building and district level.	Professional Learning	Tier 1	Implement	06/22/2016	06/24/2016	\$3360	Title II Part A	Certified teaching staff on school improvement, building administrator

Activity - PLC professional development continued	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
20+ teachers will work with a facilitator from Solution Tree and continue our study of Professional Learning Communities, MTSS and Assessments. Customized professional development sessions will be held with a focus on SMART goals, Data Analysis, Essential Learning Targets and continuing PLC. Related training materials will be used to further enhance our learning in these areas.	Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/01/2016	09/30/2016	\$16000	Title I Part A, Title II Part A	Building Administrator, Teaching Staff, Other Certified Staff

## School Improvement Plan

Ganiard School

Activity - Early Literacy Coach (Collaborative Inquiry Around Early Literacy)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016-2017 school year, a network of administrators and teachers from around the region will be trained on the Collaborative Inquiry Model. One of our classroom teachers will be a part of this team and will train PLCs on this inquiry model. This training will also include an in-depth look at Neil Duke's work on Instructional Practices in Early Literacy, Grades K-3.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/05/2016	06/09/2017	\$5000	Other	Building Administrator, Classroom Teacher (Literacy Coach), and Teacher PLC teams. Funding amount (\$5,000) includes the \$3,500 paid by grant for the stipend, as well as sub costs from for training throughout the school year.

Activity - Michigan Reading Corps Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard will also be a part of a grant awarded by the Michigan Reading Corps that will allow us to hire two tutors who will work within Ganiard's MTSS framework to implement Tier 2 reading interventions for students who are reading just below grade level.	Academic Support Program	Tier 2	Getting Ready	09/05/2016	06/09/2017	\$10000	Other	Building Administrator, Literacy Coach

Activity - Extended Year Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Ganiard students in Kindergarten – 2nd Grade will participate in a summer learning program designed to review essential skills from the previous year's curriculum in Math, Reading, and Writing.	Extra Curricular, Academic Support Program, Materials, Parent Involvement	Tier 2	Implement	06/13/2016	08/31/2016	\$1	Title II Part A	Building Administrator, Two Classroom Teachers, Title I Staff
---	---	--------	-----------	------------	------------	-----	-----------------	---

## Goal 2: All students will become proficient in math.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Mathematics by 05/01/2022 as measured by State assessments and local assessments including NWEA.

### (shared) Strategy 1:

Differentiated Instruction - Teachers will learn and apply differentiated Math strategies to the core curriculum with a focus on improving the proficiency levels of 85% of our total population, including economically disadvantaged and at-risk learners.

Category:

Research Cited: Sousa, D.A, How the Brain Learns Math (2007), Corwin

Tier: Tier 1

Activity - 60 minute math instructional block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will plan and implement a 60 minute block of instructional time for math core curriculum daily. All ARTS teachers will implement math common core standards into their curriculum.	Direct Instruction			05/01/2013	05/01/2022	\$0	No Funding Required	All teachers and principal

## School Improvement Plan

Ganiard School

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels. Intervention specialists will also assist in Tier 2 math interventions each day.	Academic Support Program	Tier 2	Implement	05/31/2013	06/10/2022	\$155000	Section 31a, Title I Part A	Intervention Specialists and administrator

Activity - Extended Day math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will provide a research based math intervention outside of the school day.	Academic Support Program	Tier 2	Implement	10/07/2013	06/12/2015	\$10000	Title I Part A, Section 31a	Certified teachers and Administrator

Activity - Math, science, and social studies family night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard families will participate in an evening event that allows them to choose from 3 academic areas to play games, make projects, and learn skills to strengthen student learning in these areas.	Parent Involvement			05/31/2013	05/23/2014	\$300	Title I Part A	Cerified staff and administrator

Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Ganiard students will participate in a summer camp experience involving math and reading.	Academic Support Program	Tier 2	Monitor	06/10/2013	08/04/2017	\$15000	Title I Part A, Section 31a	Certified teachers and administrator
---	--------------------------	--------	---------	------------	------------	---------	-----------------------------	--------------------------------------

Activity - Math intervention blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will work together to create Math intervention groups based on student needs. These groups will meet 3-4 times per week for 30 minutes. Groups will be based on Math in Focus and NWEA data. Teams will meet monthly to revisit the placement of kids in intervention groups and make adjustments as necessary.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/10/2016	\$1000	General Fund	Building administrator and certified teachers

Activity - Essential Learning: Math in Focus Chapters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in Math. Most units of study will coincide with chapters in the District-adopted curriculum, but teams may group chapters that address similar skills together into one (larger) unit of study. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

Activity - Half-Day PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teams will meet one time during the school year to discuss Math assessment data, study the Common Core State Standards together, and plan for Tier 1 instruction. The focus of this half-day will be to provide training to each grade-level team. Teams will review the School Improvement Goals for the year and determine an area where they need additional training in order reach our goals for the year.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/07/2015	05/27/2016	\$1350	Title II Part A	Principal, Classroom Teachers
---	--	--------	-----------	------------	------------	--------	-----------------	-------------------------------

Activity - Extended Day/Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning will be offered to students in K-3 to further enhance their understanding of concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	01/18/2016	05/27/2016	\$16000	Title I Part A, Section 31a	Building Administrator, Certified Teaching Staff, Title I Teaching Staff

Activity - Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think Stretch Summer Learning Program will be used for DK-4 grade Ganiard Elementary students in the academic areas of math, reading and writing. A kick-off event will be held to introduce this program to families.	Academic Support Program, Parent Involvement, Supplemental Materials	Tier 2	Implement	06/01/2016	09/30/2016	\$6000	Title I Part A	Building Administrator, Certified Teaching staff including Title I teaching staff

### (shared) Strategy 2:

Data Based Decision Making - Teachers will use NWEA, State assessments, and Math in Focus unit tests to drive instruction and create lessons based on individual needs.

Category:

## School Improvement Plan

Ganiard School

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., and Witzel, B., Assisting Students Struggling in Mathematics: Response to Intervention for Elementary and Middle Schools (2009), Washington DC.

Tier: Tier 1

Activity - Math Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect and analyze Math in Focus assessment data and NWEA data 2 times per year to determine intervention needs.	Teacher Collaboration	Tier 1	Implement	05/29/2013	05/01/2022	\$1700	Title II Part A	All teachers and principal.

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels	Academic Support Program			05/31/2013	06/10/2022	\$0	No Funding Required	Intervention Specialists and Administrator

Activity - Grade level professional learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level will meet 1-2 per month to explore and analyze Math data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. PLC Teams will meet once every 3-5 weeks to look specifically at Math in Focus Chapter Test data and make a plan for adjusting Tier 2 Interventions and core instruction in the classroom as needed.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Title II Part A	Building administrator and certified teachers

## School Improvement Plan

Ganiard School

Activity - Flexible Tier 2 Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Math Intervention. This data will include the Math in Focus Chapter Tests, Learning Continuum Data provide by NWEA, and additional classroom/grade-level assessments.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		09/07/2015	06/03/2016	\$0	General Fund	Classroom Teachers

Activity - Half-Day PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once near the end of the year to review data from the beginning, middle, and end of the year. Teams will discuss this data and make decisions about any adjustments that need to be made in their Tier 1 and Tier 2 Instruction moving forward.	Teacher Collaboration, Professional Learning	Tier 1		04/04/2016	05/27/2016	\$1350	General Fund	Principal, Classroom Teachers

### Measurable Objective 2:

A 5% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in problem solving and computation in Mathematics by 05/01/2022 as measured by State assessments along with unit tests in our local curriculum, including NWEA.

### (shared) Strategy 1:

Differentiated Instruction - Teachers will learn and apply differentiated Math strategies to the core curriculum with a focus on improving the proficiency levels of 85% of our total population, including economically disadvantaged and at-risk learners.

Category:

Research Cited: Sousa, D.A, How the Brain Learns Math (2007), Corwin

Tier: Tier 1

## School Improvement Plan

Ganiard School

Activity - 60 minute math instructional block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will plan and implement a 60 minute block of instructional time for math core curriculum daily. All ARTS teachers will implement math common core standards into their curriculum.	Direct Instruction			05/01/2013	05/01/2022	\$0	No Funding Required	All teachers and principal

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels. Intervention specialists will also assist in Tier 2 math interventions each day.	Academic Support Program	Tier 2	Implement	05/31/2013	06/10/2022	\$155000	Title I Part A, Section 31a	Intervention Specialists and administrator

Activity - Extended Day math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will provide a research based math intervention outside of the school day.	Academic Support Program	Tier 2	Implement	10/07/2013	06/12/2015	\$10000	Title I Part A, Section 31a	Certified teachers and Administrator

Activity - Math, science, and social studies family night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard families will participate in an evening event that allows them to choose from 3 academic areas to play games, make projects, and learn skills to strengthen student learning in these areas.	Parent Involvement			05/31/2013	05/23/2014	\$300	Title I Part A	Cerified staff and administrator

## School Improvement Plan

Ganiard School

Activity - Extended Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard students will participate in a summer camp experience involving math and reading.	Academic Support Program	Tier 2	Monitor	06/10/2013	08/04/2017	\$15000	Section 31a, Title I Part A	Certified teachers and administrator

Activity - math grade level data meetings using Math in Focus unit tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level will meet 1-2 per month to explore and analyze Math data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. PLC Teams will meet once every 3-5 weeks to look specifically at Math in Focus Chapter Test data and make a plan for adjusting Tier 2 Interventions and core instruction in the classroom as needed.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Title II Part A	Building administrator and certified teachers

Activity - Math intervention blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will work together to create Math intervention groups based on student needs. These groups will meet 3-4 times per week for 30 minutes. Groups will be based on Math in Focus and NWEA data. Teams will meet monthly to revisit the placement of kids in intervention groups and make adjustments as necessary.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/10/2016	\$1000	General Fund	Building administrator and certified teachers

## School Improvement Plan

Ganiard School

Activity - Essential Learning: Math in Focus Chapters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in Math. Most units of study will coincide with chapters in the District-adopted curriculum, but teams may group chapters that address similar skills together into one (larger) unit of study. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$0	General Fund	Principal, Classroom Teachers

Activity - Half-Day PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will meet one time during the school year to discuss Math assessment data, study the Common Core State Standards together, and plan for Tier 1 instruction. The focus of this half-day will be to provide training to each grade-level team. Teams will review the School Improvement Goals for the year and determine an area where they need additional training in order reach our goals for the year.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/07/2015	05/27/2016	\$1350	Title II Part A	Principal, Classroom Teachers

Activity - Extended Day/Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning will be offered to students in K-3 to further enhance their understanding of concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	01/18/2016	05/27/2016	\$16000	Title I Part A, Section 31a	Building Administrator, Certified Teaching Staff, Title I Teaching Staff

## School Improvement Plan

Ganiard School

Activity - Think Stretch Summer Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think Stretch Summer Learning Program will be used for DK-4 grade Ganiard Elementary students in the academic areas of math, reading and writing. A kick-off event will be held to introduce this program to families.	Academic Support Program, Parent Involvement, Supplemental Materials	Tier 2	Implement	06/01/2016	09/30/2016	\$6000	Title I Part A	Building Administrator, Certified Teaching staff including Title I teaching staff

### (shared) Strategy 2:

Data Based Decision Making - Teachers will use NWEA, State assessments, and Math in Focus unit tests to drive instruction and create lessons based on individual needs.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., and Witzel, B., Assisting Students Struggling in Mathematics: Response to Intervention for Elementary and Middle Schools (2009), Washington DC.

Tier: Tier 1

Activity - Math Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect and analyze Math in Focus assessment data and NWEA data 2 times per year to determine intervention needs.	Teacher Collaboration	Tier 1	Implement	05/29/2013	05/01/2022	\$1700	Title II Part A	All teachers and principal.

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels	Academic Support Program			05/31/2013	06/10/2022	\$0	No Funding Required	Intervention Specialists and Administrator

## School Improvement Plan

Ganiard School

Activity - Grade level professional learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams at each grade level will meet 1-2 per month to explore and analyze Math data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. PLC Teams will meet once every 3-5 weeks to look specifically at Math in Focus Chapter Test data and make a plan for adjusting Tier 2 Interventions and core instruction in the classroom as needed.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Title II Part A	Building administrator and certified teachers

Activity - Flexible Tier 2 Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Math Intervention. This data will include the Math in Focus Chapter Tests, Learning Continuum Data provide by NWEA, and additional classroom/grade-level assessments.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		09/07/2015	06/03/2016	\$0	General Fund	Classroom Teachers

Activity - Half-Day PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once near the end of the year to review data from the beginning, middle, and end of the year. Teams will discuss this data and make decisions about any adjustments that need to be made in their Tier 1 and Tier 2 Instruction moving forward.	Teacher Collaboration, Professional Learning	Tier 1		04/04/2016	05/27/2016	\$1350	General Fund	Principal, Classroom Teachers

### Goal 3: All students at Ganiard Elementary will become proficient in science and social studies.

**Measurable Objective 1:**

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in current outcomes in Science by 05/01/2022 as measured by MEAP and local pre/post assessments.

**(shared) Strategy 1:**

Differentiated Instruction in science - Teachers will incorporate science outcomes into the language arts block throughout the school year in order to achieve these required outcomes.

Category:

Tier: Tier 1

Activity - Reading across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration.

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	Teachers and administration
--	--------------------	--------	-----------	------------	------------	-----	---------------------	-----------------------------

Activity - Science family night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard families will participate in an evening event that allows them to play games, make projects, and learn skills to strengthen student learning in Science.	Parent Involvement	Tier 1	Monitor	08/26/2014	06/09/2017	\$300	Title I Part A	Certified teachers and administrator

Activity - Science and social studies core instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will determine at least 60 minutes each week to teach Science & Social Studies in their classroom. Grade Levels will review the Science & Social Studies outcomes at their grade level and develop a plan for teaching Science and Social Studies throughout the school year.	Direct Instruction	Tier 1	Implement	08/26/2014	06/10/2016	\$0	No Funding Required	Building administrator and certified teachers

Activity - Align Informational Reading and Writing Common Core State Standards (CCSS) with Science and Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will meet in Professional Learning Community teams continue to bring greater alignment to their yearly plans to connect the Informational CCSS with the instruction in Science and Social Studies. In some cases, the CCSS will be taught as a part of Science and Social Studies instruction. Teams will also determine specific ways to incorporate Science and Social Studies materials that teach grade-level outcomes into their Informational Reading and Writing units of study. As part of this goal, teachers will receive a half-day of training on the essential elements of the Common Core State Standards for Informational Reading and Writing. As part of this half-day, teams will work together to align Science and Social Studies instruction with Informational Reading and Writing instruction.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$1350	Title II Part A	Classroom Teachers
--	--	--------	--	------------	------------	--------	-----------------	--------------------

### Measurable Objective 2:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the current outcomes in Social Studies by 05/01/2022 as measured by MEAP and local pre/post assessments.

### (shared) Strategy 1:

Differentiated Instruction in social studies - All teachers will incorporate non-fiction literature based on current social studies outcomes during the 90 minute reading block.

Category:

Tier:

Activity - Reading across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science and Social Studies outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration.

## School Improvement Plan

Ganiard School

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration

### Measurable Objective 3:

A 8% increase of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in current outcomes in Science by 05/01/2022 as measured by State assessments and local pre/post tests.

### (shared) Strategy 1:

Differentiated Instruction in science - Teachers will incorporate science outcomes into the language arts block throughout the school year in order to achieve these required outcomes.

Category:

Tier: Tier 1

Activity - Reading across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration.

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	Teachers and administration
--	--------------------	--------	-----------	------------	------------	-----	---------------------	-----------------------------

Activity - Science family night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ganiard families will participate in an evening event that allows them to play games, make projects, and learn skills to strengthen student learning in Science.	Parent Involvement	Tier 1	Monitor	08/26/2014	06/09/2017	\$300	Title I Part A	Certified teachers and administrator

Activity - Science and social studies core instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will determine at least 60 minutes each week to teach Science & Social Studies in their classroom. Grade Levels will review the Science & Social Studies outcomes at their grade level and develop a plan for teaching Science and Social Studies throughout the school year.	Direct Instruction	Tier 1	Implement	08/26/2014	06/10/2016	\$0	No Funding Required	Building administrator and certified teachers

Activity - Align Informational Reading and Writing Common Core State Standards (CCSS) with Science and Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will meet in Professional Learning Community teams continue to bring greater alignment to their yearly plans to connect the Informational CCSS with the instruction in Science and Social Studies. In some cases, the CCSS will be taught as a part of Science and Social Studies instruction. Teams will also determine specific ways to incorporate Science and Social Studies materials that teach grade-level outcomes into their Informational Reading and Writing units of study. As part of this goal, teachers will receive a half-day of training on the essential elements of the Common Core State Standards for Informational Reading and Writing. As part of this half-day, teams will work together to align Science and Social Studies instruction with Informational Reading and Writing instruction.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$1350	Title II Part A	Classroom Teachers
--	--	--------	--	------------	------------	--------	-----------------	--------------------

### (shared) Strategy 2:

Differentiated Instruction in social studies - All teachers will incorporate non-fiction literature based on current social studies outcomes during the 90 minute reading block.

Category:

Tier:

Activity - Reading across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science and Social Studies outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration.

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration
--	--------------------	--------	-----------	------------	------------	-----	---------------------	---------------------------------

### Measurable Objective 4:

A 8% increase of Economically Disadvantaged students will demonstrate a proficiency in current outcomes in Social Studies by 05/01/2022 as measured by State assessments and local pre/post tests.

### (shared) Strategy 1:

Differentiated Instruction in social studies - All teachers will incorporate non-fiction literature based on current social studies outcomes during the 90 minute reading block.

Category:

Tier:

Activity - Reading across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science and Social Studies outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration.

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	No Funding Required	All teachers and administration



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Writing Assessments	Grade Level Teams will use a common writing rubric 3 times per year to assess student writing before and after each writing unit. (Narrative, Informational, & Opinion) After scoring the pre-unit writing assessment, teachers will meet in Grade Level PLC teams at each grade level to identify instructional needs & strategies to be taught during the upcoming unit. Teams will summarize these focus areas and their plan for teaching them in a 1-page document. Once the post-unit writing assessment has been given, teams will meet together to compare pre- and post-unit scores, especially in the focus areas determined by the team when reviewing the pre-tests.	Curriculum Development	Tier 1	Implement	08/26/2014	06/10/2016	\$3000	All teachers and principal.
Adjusting Tier 2 reading interventions	Grade Level teams currently work together to create Reading intervention groups based on student needs. Reading interventions during the 2014-2015 School Year will include practice & support for both Narrative and Informational text. Teams will also meet monthly to revisit the placement of kids in intervention groups at their grade and make adjustments as necessary.	Teacher Collaboration	Tier 2	Getting Ready	08/26/2014	06/10/2016	\$5000	Building administrator and certified teachers
Grade level professional learning Communities	Teachers will meet in Professional Learning Community teams at each grade level will meet 1-2 per month to explore and analyze Math data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. PLC Teams will meet once every 3-5 weeks to look specifically at Math in Focus Chapter Test data and make a plan for adjusting Tier 2 Interventions and core instruction in the classroom as needed.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Building administrator and certified teachers

## School Improvement Plan

Ganiard School

Half-Day PLC Training	Teams will meet one time during the school year to discuss Math assessment data, study the Common Core State Standards together, and plan for Tier 1 instruction. The focus of this half-day will be to provide training to each grade-level team. Teams will review the School Improvement Goals for the year and determine an area where they need additional training in order reach our goals for the year.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/07/2015	05/27/2016	\$1350	Principal, Classroom Teachers
PLC professional development continued	20+ teachers will work with a facilitator from Solution Tree and continue our study of Professional Learning Communities, MTSS and Assessments. Customized professional development sessions will be held with a focus on SMART goals, Data Analysis, Essential Learning Targets and continuing PLC. Related training materials will be used to further enhance our learning in these areas.	Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/01/2016	09/30/2016	\$3000	Building Administrator, Teaching Staff, Other Certified Staff
Extended Year Think Stretch Summer Learning Program	Ganiard students in Kindergarten – 2nd Grade will participate in a summer learning program designed to review essential skills from the previous year's curriculum in Math, Reading, and Writing.	Extra Curricular, Academic Support Program, Materials, Parent Involvement	Tier 2	Implement	06/13/2016	08/31/2016	\$1	Building Administrator, Two Classroom Teachers, Title I Staff
Essential Learning: Narrative, Informational, and Opinion Writing Units	Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for their Narrative, Informational, and Opinion Writing units. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$1350	Principal, Classroom Teachers
Math Data Meetings	Teachers will collect and analyze Math in Focus assessment data and NWEA data 2 times per year to determine intervention needs.	Teacher Collaboration	Tier 1	Implement	05/29/2013	05/01/2022	\$1700	All teachers and principal.
Common Reading Assessments	Grade Level teams will create common formative assessments for the Narrative and Informational units in order to assess the essential learning outcomes that were determined as part of their work as Professional Learning Teams.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/07/2015	06/03/2016	\$1350	Principal, Classroom Teachers
Summer Leadership Academy	Teachers will attend a summer leadership workshop with Eric Jensen to better understand how to engage students that come from poverty.	Professional Learning	Tier 1	Implement	06/21/2015	06/24/2015	\$2000	teachers and principal

## School Improvement Plan

Ganiard School

math grade level data meetings using Math in Focus unit tests	Teachers will meet in Professional Learning Community teams at each grade level will meet 1-2 per month to explore and analyze Math data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. PLC Teams will meet once every 3-5 weeks to look specifically at Math in Focus Chapter Test data and make a plan for adjusting Tier 2 Interventions and core instruction in the classroom as needed.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Building administrator and certified teachers
COMMIT Summer Leadership PD	Members from the School Improvement Team will attend the COMMIT Summer Leadership Institute to further learn how to facilitate collaborative inquiry with Jenni Donohoo at the building and district level.	Professional Learning	Tier 1	Implement	06/22/2016	06/24/2016	\$3360	Certified teaching staff on school improvement, building administrator
Align Informational Reading and Writing Common Core State Standards (CCSS) with Science and Social Studies Instruction	Teachers will meet in Professional Learning Community teams continue to bring greater alignment to their yearly plans to connect the Informational CCSS with the instruction in Science and Social Studies. In some cases, the CCSS will be taught as a part of Science and Social Studies instruction. Teams will also determine specific ways to incorporate Science and Social Studies materials that teach grade-level outcomes into their Informational Reading and Writing units of study. As part of this goal, teachers will receive a half-day of training on the essential elements of the Common Core State Standards for Informational Reading and Writing. As part of this half-day, teams will work together to align Science and Social Studies instruction with Informational Reading and Writing instruction.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$1350	Classroom Teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended day and year	Ganiard students will participate in extended day learning and summer camp for reading skills.	Academic Support Program	Tier 2	Monitor	06/22/2015	08/04/2017	\$25000	Certified staff and administrator

# School Improvement Plan

Ganiard School

PLC professional development continued	20+ teachers will work with a facilitator from Solution Tree and continue our study of Professional Learning Communities, MTSS and Assessments. Customized professional development sessions will be held with a focus on SMART goals, Data Analysis, Essential Learning Targets and continuing PLC. Related training materials will be used to further enhance our learning in these areas.	Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/01/2016	09/30/2016	\$13000	Building Administrator, Teaching Staff, Other Certified Staff
Math, science, and social studies family night	Ganiard families will participate in an evening event that allows them to choose from 3 academic areas to play games, make projects, and learn skills to strengthen student learning in these areas.	Parent Involvement			05/31/2013	05/23/2014	\$300	Cerified staff and administrator
Extended Year	Ganiard students will participate in a summer camp experience involving math and reading.	Academic Support Program	Tier 2	Monitor	06/10/2013	08/04/2017	\$10000	Certified teachers and administrator
Intervention Specialist	Intervention Specialists will be utilized for a 30 minute reading intervention block at each grade level. They will also provide skill blocks as needed.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/08/2018	\$130000	Intervention Specialists and Administrator
Think Stretch Summer Learning Program	Think Stretch Summer Learning Program will be used for DK-4 grade Ganiard Elementary students in the academic areas of math, reading and writing. A kick-off event will be held to introduce this program to families.	Academic Support Program, Parent Involvement, Supplemental Materials	Tier 2	Implement	06/01/2016	09/30/2016	\$6000	Building Administrator, Certified Teaching staff including Title I teaching staff
Extended Day math intervention	Certified teachers will provide a research based math intervention outside of the school day.	Academic Support Program	Tier 2	Implement	10/07/2013	06/12/2015	\$6000	Certified teachers and Administrator
Think Stretch Summer Learning Program	DK-4th grade students at Ganiard elementary will have the opportunity to participate in the Think Stretch Summer Learning Program. We will hold a kick-off session to introduce the program to parents, materials will be provided to each student and assistance will be provided for current Title I caseload students. The Think Stretch Summer Learning Program offers students the opportunity to continue to use skills on concpets taught during the previous school year in reading, writing and math.	Academic Support Program, Parent Involvement, Supplemental Materials, Curriculum Development	Tier 2	Implement	06/01/2016	09/09/2016	\$6000	Classroom teachers, Title I teachers and Building Administrator

## School Improvement Plan

Ganiard School

Science family night	Ganiard families will participate in an evening event that allows them to play games, make projects, and learn skills to strengthen student learning in Science.	Parent Involvement	Tier 1	Monitor	08/26/2014	06/09/2017	\$300	Certified teachers and administrator
Intervention Specialist	Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels. Intervention specialists will also assist in Tier 2 math interventions each day.	Academic Support Program	Tier 2	Implement	05/31/2013	06/10/2022	\$130000	Intervention Specialists and administrator
Extended Day/Year	Extended learning will be offered to students in K-3 to further enhance their understanding of concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	01/18/2016	05/27/2016	\$8000	Building Administrator, Certified Teaching Staff, Title I Teaching Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Tier 2 Reading Interventions	Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Reading Intervention. This data will include the Common Reading Assessments (as mentioned previously), as well as Learning Continuum Data provide by NWEA, DRA2, MLPP, and Dibels data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/07/2015	06/03/2016	\$0	Principal, Classroom Teachers
Essential Learning: Math in Focus Chapters	Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for each unit of study in Math. Most units of study will coincide with chapters in the District-adopted curriculum, but teams may group chapters that address similar skills together into one (larger) unit of study. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$0	Principal, Classroom Teachers
Essential Learning: Narrative and Informational Reading Units	Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60 minutes to determine the essential learning outcomes for their Narrative and Informational Reading units. Teams will also agree upon common pacing for each of these units.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2015	06/03/2016	\$0	Principal, Classroom Teachers

## School Improvement Plan

Ganiard School

Common Writing Assessments	Grade Level Teams will use a common writing rubric 3 times per year to assess student writing before and after each writing unit. (Narrative, Informational, & Opinion) After scoring the pre-unit writing assessment, teachers will meet in Grade Level PLC teams at each grade level to identify instructional needs & strategies to be taught during the upcoming unit. Teams will summarize these focus areas and their plan for teaching them in a 1-page document. Once the post-unit writing assessment has been given, teams will meet together to compare pre- and post-unit scores, especially in the focus areas determined by the team when reviewing the pre-tests.	Curriculum Development	Tier 1	Implement	08/26/2014	06/10/2016	\$2200	All teachers and principal.
Flexible Tier 2 Math Interventions	Grade Level teams will examine and discuss a variety of data in order to determine the most effective way to group students during their daily Tier 2 Math Intervention. This data will include the Math in Focus Chapter Tests, Learning Continuum Data provide by NWEA, and additional classroom/grade-level assessments.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2		09/07/2015	06/03/2016	\$0	Classroom Teachers
Half-Day PLC Collaboration	Teachers will meet for two half-days during the year to look more closely at student data and plan Tier 1 and Tier 2 instruction together.	Teacher Collaboration, Professional Learning	Tier 1		09/07/2015	06/03/2016	\$2700	Principal, Classroom Teachers
Half-Day PLC Collaboration	Teachers will meet once near the end of the year to review data from the beginning, middle, and end of the year. Teams will discuss this data and make decisions about any adjustments that need to be made in their Tier 1 and Tier 2 Instruction moving forward.	Teacher Collaboration, Professional Learning	Tier 1		04/04/2016	05/27/2016	\$1350	Principal, Classroom Teachers
Systematic Response to Writing Assessments	As part of our district plan, all teachers are required to give a post-unit writing assessment after completing each Writing unit. Teachers will meet in Professional Learning Community teams to examine the data together, to discuss student performance in relation to the predetermined essential learning outcomes for the unit, and to coordinate a response based on student writing. Teams will schedule time in their instructional calendar to provide additional opportunities for instruction and practice in the areas of need that were determined through the end-of-unit Writing assessments.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/07/2015	06/03/2016	\$0	Classroom Teachers

## School Improvement Plan

Ganiard School

Math intervention blocks	Grade Level teams will work together to create Math intervention groups based on student needs. These groups will meet 3-4 times per week for 30 minutes. Groups will be based on Math in Focus and NWEA data. Teams will meet monthly to revisit the placement of kids in intervention groups and make adjustments as necessary.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/10/2016	\$1000	Building administrator and certified teachers
--------------------------	---	--------------------------	--------	---------	------------	------------	--------	---

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading across the curriculum	During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	All teachers and administration.
Daily 60 minute writing block	Teachers will provide a 60 minute writing block engaging students in the writing process each day.	Direct Instruction			09/23/2013	05/01/2022	\$0	All teachers are required to implement this activity. Administration will be responsible for observing and evaluating the consistency.
90 minute reading block	All teachers will utilize a 90 minute reading block every day in grades Kindergarten through fourth.	Direct Instruction			05/28/2013	05/01/2022	\$0	All classroom teachers will participate in this activity and administration will monitor the activity.

## School Improvement Plan

Ganiard School

Read and Feed Parent Involvement reading event	Parents will be invited to come to school and read with their kids during their child's lunch time. Kids and Parents will spread out throughout the school and eat lunch while they read together. Parents will be invited to the school twice during the school year. The reading event in the Fall will focus on Narrative texts and the reading event in the Spring will focus on Informational texts.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Building administrator and certified teachers
Writing across the curriculum	Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	All teachers and administration
Science and social studies core instruction	Each teacher will determine at least 60 minutes each week to teach Science & Social Studies in their classroom. Grade Levels will review the Science & Social Studies outcomes at their grade level and develop a plan for teaching Science and Social Studies throughout the school year.	Direct Instruction	Tier 1	Implement	08/26/2014	06/10/2016	\$0	Building administrator and certified teachers
Reading across the curriculum	During the 90 minute reading block teachers will incorporate non-fiction literature informational text based on the current Science and Social Studies outcomes. Grade Level Teams will work together to create a document that clearly defines how Science and Social Studies outcomes will be incorporated into the study of Informational Reading at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	All teachers and administration.
Intervention Specialist	Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels	Academic Support Program			05/31/2013	06/10/2022	\$0	Intervention Specialists and Administrator
60 minute math instructional block	All classroom teachers will plan and implement a 60 minute block of instructional time for math core curriculum daily. All ARTS teachers will implement math common core standards into their curriculum.	Direct Instruction			05/01/2013	05/01/2022	\$0	All teachers and principal
Writing across the curriculum	Teachers will incorporate current Science and Social studies outcomes during the 60-minute writing block. Grade Level Teams will work together to create a document that clearly outlines how Science outcomes will be taught as part the Informational Writing unit at their grade level.	Direct Instruction	Tier 1	Implement	08/26/2014	06/08/2018	\$0	Teachers and administration

### Other

## School Improvement Plan

Ganiard School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Reading Corps Tutors	Ganiard will also be a part of a grant awarded by the Michigan Reading Corps that will allow us to hire two tutors who will work within Ganiard's MTSS framework to implement Tier 2 reading interventions for students who are reading just below grade level.	Academic Support Program	Tier 2	Getting Ready	09/05/2016	06/09/2017	\$10000	Building Administrator, Literacy Coach
• Essential Learning: Foundational Skills	Teachers will meet as Professional Learning Community teams at each grade level to determine the essential learning outcomes for the Foundation Skills portion of the Common Core State Standards.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/05/2016	06/09/2017	\$0	Classroom Teachers
Early Literacy Coach (Collaborative Inquiry Around Early Literacy)	During the 2016-2017 school year, a network of administrators and teachers from around the region will be trained on the Collaborative Inquiry Model. One of our classroom teachers will be a part of this team and will train PLCs on this inquiry model. This training will also include an in-depth look at Neil Duke's work on Instructional Practices in Early Literacy, Grades K-3.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/05/2016	06/09/2017	\$5000	Building Administrator, Classroom Teacher (Literacy Coach), and Teacher PLC teams. Funding amount (\$5,000) includes the \$3,500 paid by grant for the stipend, as well as sub costs from for training throughout the school year.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Ganiard School

Grade Level PLC Learning Teams	Teachers will meet in Professional Learning Community teams at each grade level throughout the year. Teams will meet 1-2 times per month for 60-90 minutes to explore and analyze reading and writing data, work together to plan Tier 1 instruction, and make adjustments to their current teaching plans. We will create a calendar that will help define the work of learning teams.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2014	06/10/2016	\$5000	Building administrator and certified teachers.
--------------------------------	---	-----------------------	--------	---------------	------------	------------	--------	--

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended day and year	Ganiard students will participate in extended day learning and summer camp for reading skills.	Academic Support Program	Tier 2	Monitor	06/22/2015	08/04/2017	\$6000	Certified staff and administrator
Extended Day math intervention	Certified teachers will provide a research based math intervention outside of the school day.	Academic Support Program	Tier 2	Implement	10/07/2013	06/12/2015	\$4000	Certified teachers and Administrator
Intervention Specialist	Intervention Specialists will provide skill blocks as needed in the area of math at all grade levels. Intervention specialists will also assist in Tier 2 math interventions each day.	Academic Support Program	Tier 2	Implement	05/31/2013	06/10/2022	\$25000	Intervention Specialists and administrator
Extended Year	Ganiard students will participate in a summer camp experience involving math and reading.	Academic Support Program	Tier 2	Monitor	06/10/2013	08/04/2017	\$5000	Certified teachers and administrator
Extended Day/Year	Extended learning will be offered to students in K-3 to further enhance their understanding of concepts.	Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	01/18/2016	05/27/2016	\$8000	Building Administrator, Certified Teaching Staff, Title I Teaching Staff
Intervention Specialist	Intervention Specialists will be utilized for a 30 minute reading intervention block at each grade level. They will also provide skill blocks as needed.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/08/2018	\$25000	Intervention Specialists and Administrator