School Improvement Plan

Walled Lake Elementary School
Walled Lake Consolidated Schools

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Introduction

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

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
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Title I Targeted Assistance Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) 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).
1. How was the comprehensive needs assessment process conducted?

At Walled Lake Elementary, the comprehensive needs assessment was conducted by our building Leadership Team leaders, a group of teachers who volunteer to review data, develop school goals and identify areas of improvement or professional development needs. This committee will coordinate with all instructional staff, principal and interested parents.

To address Achievement Data, we analyzed current reading, writing, science and math scores. In addition, we reviewed preliminary MSTEP data and iReady performance data to identify areas where instructional changes were needed to meet all student achievement goals.

To address Perception Data, we reviewed the stakeholder survey results provided to all parents, teachers, students through our district.

In addition, we will review Demographic Data (including socio-economic, EL students and Special Education students) to focus especially on the needs of low achieving students and those who are at risk of not meeting the academic achievement standards.

We review data including sub group data performance over the last three years to specifically identify our bottom 30%. We review our WIDA results and structure of EL support and Observation Survey, Developmental Reading Assessments and structure of Reading Recovery program to determine its effectiveness of serving our identified sub-groups, including student attendance and focused on areas of improvement.

Through review of this data and identifying strengths and weaknesses, we are able to guide our work with developing our yearly S.M.A.R.T. goals and to address individual student plans throughout the year. Finally, we will meet as an entire staff to be certain that all stakeholders were included in the process. Overall, this process allows us the opportunity to celebrate our strengths and develop a plan for our weaknesses.

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

This process is a team effort; using classroom teacher recommendations, special education staff and Reading Recovery staff, along with our EL teachers and the school administrator. Our team meets weekly for one hour to discuss academic progress for all grade levels.

Every third month, classroom teachers meet with this team and the administrator to discuss individual academic plans (SIPP); looking for growth or lack of growth.

Our students are regularly assessed with a variety of tools. In English Language Arts, students are assessed using the Observation Survey, Lucy Calkins Rubric for Units of Study, the Developmental Writing Assessment (DWA), iReady test- a computerized norm-referenced diagnostic and the Walled Lake Literacy Profile (WL-LP), which is modelled after the MLPP. In addition, the Developmental Reading Assessment (DRA) is also a possible tool for measuring student reading proficiency.

In Math, students are assessed using iReady and Unit Benchmark Assessments. In Science and Social Studies, students are assessed with Unit Benchmark Assessments. Students in Grades 3, 4 and 5 are also assessed with MSTEP in the content areas of Reading and Math with alternating Science and Social Studies. These assessments drive the classroom instruction and assist us in making academic goals for
all targeted assisted students.

As data is analyzed by the classroom teacher, they identify if the child needs acceleration, maintenance or intervention. Any child performing somewhat below, one year below or more than a year below the standard is referred for an individual or group plan (SIPP) targeting the area of weakness. This year, a significant change is the incorporation of an Individual Reading Improvement Plan (or IRIP) for students who are identified as reading below grade level standards.

The IRIP is a specific model in which a target area is identified, student goal is identified based on relevant data including a universal screening using iReady, considering other diagnostic data such as Observational Survey or Developmental Reading Assessment. Then, an intervention plan is developed to include a list of intervention strategies, duration, frequency and a plan to monitor invention including progress monitoring components, specific ways of measuring progress, frequency and the decision rule to continue or discontinue intervention plan.

In addition, we base our intervention support using the RtI model with three tiered levels. Plans are developed with explicit teaching and learning goals. Our SIPP team reviews these intervention plans on a six week basis with all classroom teachers. This team also meets weekly to assure all students are identified and are receiving appropriate intervention. Liaisons from this team meet weekly with the classroom teachers and report back to the SIPP team and weekly notes are recorded on all identified students.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

All grades, Grades K-5, follow a required assessment schedule. Students performing somewhat below, one year below, or more than one year are referred through the classroom teacher to SIPP (Student Instructional Planning Process) team. Collaboratively, an instructional plan is developed. Remediation is developed using the RtI model.

Our purpose is to create a school where ALL students achieve high standards in the Core Content areas of Reading/Writing, Math, Science and Social Studies. We implement a Professional Learning Community (PLC) model and a Student Instructional Planning Process (SIPP).

These processes are research-based and considered best practice to improve student learning.

The key principals of PLC and SIPP cover all grade levels and content areas:
- Uses scientific research based interventions
- Identifies students not achieving benchmark standards
- Uses a problem solving model to make instructional and intervention decisions
- Commit to effectively teach all children
- Intervene early
- Support learning with a systematic multi-tier delivery service
- Monitor student progress to inform instruction
- Use assessment for three purposes (screening, progress monitoring and diagnostic)

Students are expected to meet the Core Curriculum and district standards. Students who are having difficulty mastering these standards are provided timely, effective, and multi-tiered assistance. This includes our Title I identified students. Tier 2 students will be considered for Title I services. These services may consist of Reading Recovery, Summer Tutoring, Before/After school tutoring, and/or Family Literacy/Math
instruction. Should Tier 2 interventions fail to address academic deficiencies, Tier 3 interventions are implemented. This includes referral for additional testing by our special education team. The criteria for a student to receive Tier 2 and 3 interventions is:

- Student is performing below WLCS grade-level standards in reading according to the DRA
- Student is performing below WLCS grade-level standards in writing according to the DWA
- Student is performing below 70% on WLCS Benchmark Assessments in any four core areas
- Student received a score of 3 or 4 on the MSTEP reading, writing, math or social studies sections
- Student is eligible for ELL services based on WIDA scores
- Student is eligible for Special Education Services

This process meets the needs of our Kindergarten through Fifth grade students. It is important to note however, that our SIPP team also reviews data from preschool students to help plan for Kindergarten success. In addition, our Fifth Grade team meets with our 6th grade team from the middle school to help ensure a smooth transition and to highlight any students who would benefit from additional interventions. In addition, we share iReady student data with the middle school to help identify any students who may need additional Reading or Math support in sixth grade. This use of feeder pattern school collaboration helps to ensure student success.

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

Our kindergarten program is designed to provide a strong foundation in:
- Language development
- Early literacy; i.e. phonological awareness, letter knowledge, written expression, book and print awareness, motivation to read
- Early math; i.e. number and operations sense

The WLCSD coordinates and integrates service to all pre-school, K-5, Title I identified and LEP students. Walled Lake Elementary, along with our other 11 elementary schools, conduct a Kindergarten Orientation session for parents and pre-kindergarten students.

In the spring, we host a “Story Hour” for our incoming kindergarten students and their parents. This gives the children an opportunity to meet the teachers and explore the classroom. Parents meet separately with the principal, members of the SIPP team and PTA volunteers.

All K-2 teachers systematically check student progress. Formative assessments allow teachers to tailor student instruction immediately and meet the needs of each student. Those needing additional support in Reading are identified through the use of the Individual Reading Improvement Plan.

Our summative assessments may include:
- Directed Reading Assessment (DRA)
- Directed Writing Assessment (DWA)
- WLLPP (Walled Lake Literacy Progress Profile)
- BA (District created benchmark assessments in math, science and social studies)
- iReady (computer diagnostic test for literacy and math; administered three times in the year)
Component 2: Services to Eligible Students

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

Walled Lake Elementary is fortunate to benefit from the support of a full time Reading Recovery teacher who services identified Kindergarten, First, and Second Grade students. In addition, during the second semester, we have a part time Reading Recovery that services any First grade students who demonstrate low reading performance. This year, our school was fortunate to also support a 0.7 FTE Math Intervention teacher. In addition, we were able to hire an additional interventionist who worked March through June with identified students in Reading.

To meet the needs of our EL students, we have an EL teacher, who happens to also be trained Reading Recovery, who works with small groups of students in Reading and Writing. In addition, she services a minimum of 24 first graders to receive explicit one on reading instruction. Our Reading Recovery teachers also conduct literacy groups with 3 or 4 Title I eligible children from kindergarten, first, and second grades. Our eligible ELL students receive a one on one or small group instruction from our ELL Para and full time teacher, this instruction centers on acquisition of content vocabulary for science, social studies and math.

In order to support students in Math, we have an Interventionist who meets with students to re-introduce math content and works to provide students with basic numeracy and understanding of math.

Each summer, students receive books to take home over the summer and teachers mail postcards to homes to encourage participation.
Component 3: Incorporated Into Existing School Program Planning

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

At Walled Lake Elementary, we ensure planning for all students, including our Title I identified students, is incorporated into our School Improvement Plan. By incorporating examples of best-practice such as our intervention process, PLC and use of Formative Assessment, we collaborate to provide a solid foundation for academic success for all.

To ensure academic success, our SIPP team- consisting of teachers (classroom, Title I, Intervention), principal and special education staff, meet on a weekly basis to examine and review the performance of students. A liaison from this team is assigned to each grade level team and this teacher meets weekly with these classroom teachers to discuss academic concerns. Any student not meeting the standards is referred for a group or individual SIPP plan that results in a change of instruction in the classroom or direct support from a Title I funded program. We collaboratively develop SIPP plans for each child that is not meeting the standards or showing academic growth in all content areas. Ultimately this process of Student Intervention Process Planning is incorporated as a strategy within our School Improvement Plan.

As a part of our AdvancEd requirements, and our school improvement work, the staff of Walled Lake Elementary has developed a building wide S.M.A.R.T. (Strategic, Measurable, Attainable, Results-Oriented and Time Bound) goal that address our big leverage learning goals. Grade level teachers, special education, teachers, physical education, visual arts, music, and media teachers have created specific S.M.A.R.T. goals related to reading, writing, math, science and social studies or other measurable area for goal setting.
Component 4: Instructional Strategies

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

All classroom strategies address meeting the Common Core expectations. All SMART goals were created to instruct students toward the learning of required State Standards. Our high leverage strategies address all core areas.

Our approach of Extended learning time, explicit reading, writing and math instruction, after school programming, and summer tutoring all provide enhanced learning opportunities for eligible students.

We start students with a strong foundation in early literacy and number sense. As we monitor the acquisition of language in kindergarten, we are able to use strategies from Reading recovery to assist with phonological awareness and letter ID. We use a scaffold approach to offer students more practice with number sense and games created by the Everyday Math program. We also ask all our students to look at a math situation, every day, and figure out what it means to them. After the lesson, we expect all students to be able to write about their understanding. This use of inquiry offers students immediate feedback from the teacher, allows students set goals for their personal learning.

In first grade, we continue with solid literacy instruction. The very lowest readers receive one on one instruction with our Reading Recovery teachers for 20 weeks. Informal assessment occurs at every lesson, every day and then instruction follows at the rate of learning exhibited by the student. Summer school or tutoring over the summer may be provided.

In second grade, the children that received Reading Recovery in first grade start with a literacy group. Their reading/writing skills are monitored until they meet second grade requirements. Before or after school tutoring may begin for math concepts of number sense and place value.

Third grade teachers continue with explicit reading instruction during Readers/Writers workshop. Eligible students receive extra reading and writing support from the Reading Recovery teachers for the first semester or our ELL teacher or Para. Any student falling a year or more behind will receive instruction from our resource Room teacher and may move into a Tier 3 situation. Before or after school math tutoring may be provided and children can access the math computer program from home.

Fourth and Fifth grade teachers monitor student progress in reading comprehension, fluency and accuracy during Readers/Writers workshop, iReady performance. Eligible students receive extra reading and writing support from the Resource Room teacher or the ELL teacher with explicit instruction for decoding if fluency and accuracy are a deficit.

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

Jan Richardson, "The Next Step in Guided Reading/Writing" Ohio Literacy Conference 2010
Carol Dweck, Mindset
Dylan Wiliam and Siobhan Leary, Embedding Formative Assessment: Practical Techniques
3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

We review student data from iReady assessments and our Developmental Reading Assessment that shows student acceleration within our reading program. iReady Reading and Math scores are increasing at a significant rate. A majority of our Reading Recovery students are discontinued from the program at the end of 20 weeks. DRA and WLLP scores show literacy acquisition and writing progress transfers into classroom instructional groups.

Our classroom teachers observe the transference of numerical sense and place value from our Intervention approaches and ELL programs. Math benchmark assessments improved and confidence to take risks during math workshop with inquiry based questions has greatly improved. Students are showing that they can articulate their math thinking in their journals.

Our Jump Start summer program shows from student perception data that children feel more confident and are ready to start the school year with less summer slide. DRA scores are staying stable from spring to fall. Our summer tutoring encourages early readers to develop engaged enthusiastic readers when returning to school in the fall.

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

Our programs, with the exception of Reading Recovery, occur before/after school or during the summer. Our ELL teacher pushes into the classroom during reading, writing, math, science or social studies class time. Our Resource Room teachers, social worker, and intervention teachers use a variety of methods depending on student needs. We adjust schedules as necessary to meet students needs.
Component 5: Title I and Regular Education Coordination

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

Classroom teachers are responsible for updating our SIPP liaisons each week at their block planning time regarding the progress of all children. Discussions between intervention teachers and classroom teachers is required weekly. Every six to eight weeks classroom teachers report to the administrator about identified student progress. Formal and informal assessments are shared and analyzed and we check to see if the interventions are transferring back to the classroom setting.

In addition, our EL teacher serves on our Student Intervention Process Planning team. She attends our weekly discussions on Thursday mornings from 8:45-9:45 to assist with any changes that need to made to instructional plans. We are fortunate to benefit from highly-trained teachers who are certified in Reading Recovery techniques. At eight to ten week intervals, students’ individual plans are reviewed and decisions are made to discontinue, continue or change any intervention.

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

Our preschool program implements the High Scope curriculum, which builds the strong emotional skills that are needed for success in school.

- Reading and writing are a natural, purposeful part of our school day.
- Children are supported by trained staff to think, to try, and to wonder why.

Starting in Fall 2017, we added a HeadStart classroom to help meet the needs of our community in providing preschool program and preparing children for kindergarten. Beginning this Fall, we will have a HeadStart (3 year Preschool) and Great Start Readiness Program (GSRP-4 year old preschool) located within our building.

We promote a family feeling that preschool and HeadStart are part of our Walled Lake Elementary “family”. Parents are invited to participate with PTA events, school programs and all extra curricular activities.

In addition, our support staff and principal coordinate with preschool staff to review student needs and assist in classroom support through observations, meetings with parents and planning the kindergarten transition.
## Component 6: Instruction by Highly Qualified Staff

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<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>No</td>
<td>Not-applicable. We do not use Paraprofessionals to teach our most at-risk students. We prioritize Title I support by providing highly qualified teachers.</td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>Yes, all teachers meet the NCLB requirements and are identified as Highly Qualified. They are teaching in areas as identified on their teaching certificates. Our teachers are observed and meet with the principal as a minimum of two times a year for evaluation feedback. 100% of instructional staff is rated Effective or higher on the Michigan Educator Evaluation tool.</td>
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Component 7: High Quality and Ongoing Professional Development/Learning

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

At Walled Lake Elementary, we have been collaborating with our local Intermediate School District, Oakland Schools, in the work of Ron Ritchhart and Cultures of Thinking. We are working to deepen our conceptual understanding of making thinking visible, understand the implications for students success and model ways to incorporate strategies within classroom instruction.

Our Title I Reading Recovery teachers participate in ongoing and sustained professional development provided by our district Reading Recovery Teacher Leader. This professional learning includes the study of research-based literacy instruction and also opportunity for “behind the glass”, an approach in which teachers observe an actual Reading Recovery lesson between teacher and student.

In addition, our district literacy staff developer provides professional learning focused on formative assessment, feedback, units of study aligned with Common Core State Standards.

All staff professional learning is structured to directly support students in Reading, Writing, Science, Social Studies and Math.

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

Identified students, together with their parents, are offered two math and two literacy nights in the fall and spring. These evenings immerse families in math and reading strategies that are fun and interesting. They are geared to be done at home and help parents gain a deeper understanding of what things they can do with their children to enrich their child’s learning experience.

These nights also help parents understand how children acquire the vocabulary needed for our rigorous curriculum. Each family goes home with all the materials needed to be successful implementing these strategies at home.

Every year we start with a curriculum night for parents only. This evening program provides parents with an overview the year in each content area and describes the expectations that the Common Core outlines.

Our PTA monthly meetings have a standing agenda item for the principal to explain one area of Title I programming. Our Weekly newsletter will include a section for Title I information and our teachers will include pertinent information related to Title I within their weekly or monthly letters home.
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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td>Yes</td>
<td></td>
<td>Our Professional Development days are posted on our school calendar and on the district website. All staff also attend four half days (three hour sessions) dedicated to Professional Development. In addition, staff attend 6 monthly Professional Learning sessions before school for 1 hour each session, and 12 one hour long Professional Learning Community sessions. All professional learning is recorded through KALPA, an electronic system to track professional development.</td>
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Component 8: Strategies to Increase Parental Involvement

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

Identified students with their parents are offered two math and two literacy nights in the fall and spring. These evenings immerse families in math and reading strategies that are fun and interesting. They are geared to be done at home and help parents gain a deeper understanding of what things they can do with their children to enrich their child's learning experience. These nights also help parents understand how children acquire the vocabulary needed for our rigorous curriculum. Each family goes home with all the materials needed to be successful implementing these strategies at home. Parents complete a survey in which they offer input as to feedback for the program and for the event. This allows us to make necessary adjustments based on parent input.

Every year we start with a curriculum night for parents only. This evening program provides parents with an overview the year in each content area and describes the expectations that the Common Core outlines.

Our PTA monthly meetings have a standing agenda item for the principal to explain one area of Title I programming. Our Weekly newsletter will include a section for Title I information and our teachers may include a section in their weekly or monthly letters home.

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

At the beginning of the school year, we start with a Title I evaluation/implementation parent/staff meeting. Together, we look at the attributes of our programming. During the school year, we meet quarterly as a district to discuss the effectiveness of our instruction and communication. In addition, our EL educators meet with parents in order to offer information, answer questions and gather input. Our Title I Interventionists also establish communication with parents and check in periodically to discuss progress and strategies for home.

3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?

Yes  A survey is collected from our Targeted families four times a year asking for specific perception of our programming. We also ask for suggestions for the following school year. Our parent/teacher advisory team continues to evaluate the effectiveness of our plan. An additional meeting is scheduled in the fall to offer parents another opportunity to be involved and ask questions.

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

Section 1118 e (1): Within the first two weeks of school, Grades K-5 host a Curriculum Night for families to assist parents in understanding the State's academic content standards, state and local assessments, and help to plan for their child's progress. Trimester report cards reflect
standards and are distributed electronically three times a year. Parent & teacher conferences are held in the fall to discuss student progress towards standards and mastery. Our school website contains links for parents stating the state content standards. State assessments and results data are discussed at monthly parent meetings and through our weekly parent newsletter.

Section 1118 e (2): At Walled Lake Elementary, we provide a minimum of two Family Nights dedicated to Math and Reading. These sessions are focused on collaborating with parents of targeted students to offer strategies of how to support curriculum and learning at home. In addition, Walled Lake Schools provides a Parenting Fair and our targeted assisted parents receive free tickets for admission, child care and lunch. This all day event provides nationally known speakers and local presenters on all aspects of educating a child. There are practical ideas that parents can begin at home and ties to the child's classroom.

Section 1118 e (3): Staff training has been provided on how to work with our bilingual and socially disadvantaged families. Techniques to build trust and provide the needed communication is a priority to all staff.

Section 1118 e (4): Walled Lake Schools provides a Parenting Fair and our targeted assisted parents receive free tickets for admission, child care and lunch. This all day event provides nationally know speakers and local presenters on all aspects of educating a child. There are practical ideas that parents can begin at home and ties to the child's classroom. Staff training has been provided on how to work with our bilingual and socially disadvantaged families. Techniques to build trust and provide the needed communication is a priority to all staff. Walled Lake Elementary works closely with our Walled Lake Preschools, Head Start, and GSRP programs to promote parent involvement.

Section 1118 e (14): Our teachers and principal provide frequent communication opportunities for families through our School Messenger system, weekly newsletters, website, quarterly reports and face to face meetings. In our Purpose Statement, we mean ALL learners; our parents are a part of the ALL.

Section (f): Our information for parents is provided in a language that addresses our population needs, to the extent that is practical. Our EL teacher and Para provide several meeting per year geared toward our ever increasing Hispanic population. These meetings have been well attended and offer assistance for the understanding of many school activities and procedures. Our Family Math and Literacy Nights are translated while in session, so parents are able to go home and immediately begin the activities with their children. If a different language translator is needed we are able to receive assistance from another school in our district. We actively seek participation for all school activities from each parent and welcome them, encourage them to step over an language boundary and volunteer in the classroom or media center. When parents are here they feel like they are contributing to their child's education and it eliminates isolation. All parent meetings provide full opportunity for participation by all parents including those with disabilities and those with Limited English proficiency.

5. Describe how the parent involvement activities are evaluated.

Immediately after an activity, a parent survey is presented and filled out. These surveys ask if the material presented was helpful to parents and easy to understand. The surveys also ask for any suggestions and then we make those adjustments. These surveys are discussed with Title I staff. Of the suggestions, one that was implemented last year was the timing of our Family Math Night. Parents wanted it earlier in the school year and then the second one later in the year. The surveys have shown that parents and students have been very happy with the material presented both for math and literacy.
6. Describe how the school-parent compact is developed.

Our Parent-School Compact was developed a few years ago by our Parent/Teacher Title I Advisory team. Each Fall, we review the compact for any changes, deletions, revisions. Our team voted to keep the compact as is for the coming school year. The parent compact is reviewed with ALL families during the fall conference. Prior to the conference, teachers discuss the compact with students and outline the commitment to ensure the expectations are understood. This allows, students, parents, teacher and principal to collaborate as stakeholders.

Our school is represented by a significant EL population. All school-parent compacts are translated into several different languages that are represented at our school. Additionally, our bi-lingual paraeducators attend parent teacher conferences in order to translate when needed.

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<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
<td>The Title I School-Parent Compact is attached.</td>
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8. How does the school provide individual student academic assessment results in a language parents can understand?

Our ELL teacher and Para translate in writing and/or speaking to all our bi-lingual families. All meetings with the teacher and/or principal are translated into the strongest language that the parent understands the best. If we do not have a individual in the building that speaks the language needed, we can ask for assistance from our other 17 buildings. We have never had a situation where we could not provide the language needed for parents or children.

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<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td>This document was last revised on April 25, 2014 by our Title I Advisory team. Our committee will be revising this document this fall.</td>
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</tbody>
</table>

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

Before the teacher begins to talk to the parent about their child's report card, all areas of the Compact are reviewed. The students learn and review the Compact. Teachers sign the compact together with student. Parents are then invited to sign or take it home, review it and send it back with their signature.
Component 9: Coordination of Title I and Other Resources

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

Walled Lake Consolidated School District hosts quarterly meeting for our Title I eligible schools to meet. Building principals and Director of State of Federal Programs, work to review components, budget allocations, reporting requirements and timeline of action.

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

Our district has an excellent nutrition program that extends from the school year throughout the summer. We have a Summer Care program for families with a sliding scale for tuition. Our adult education and ELL programs are offered to parents that choose to attend and as mentioned before, our Head Start and GSRP support our early literacy learning students. Meaningful parenting activities are scheduled throughout the school year and our Parenting Fair is a valuable resource. Walled Lake Elementary invites community members and parents to talk with our fifth graders regarding vocational opportunities. We promote responsible, respective and cooperative citizens through our Positive Behavior Support program.
Component 10: Ongoing Review of Student Progress

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

Every week on Thursday from 8:45-9:45 our SIPP team meets to review student data. The grade level liaison collects data from their grade level team and brings the information to the SIPP meeting. Instructional decisions are discussed and explored by this team of experts and then information is shared with the classroom team. New student Individualized Plans are created every six, eight or ten weeks. If a student is not progressing, a new plan is put in place after digging deeper with the student and identifying areas that need to be addressed. This response to intervention helps us decide who will require Reading Recovery, Literacy or Math tutoring interventions, and summer programs.

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

Our SIPP and PLC teams are constantly looking at research that addresses ways to assist children with learning rigorous curriculum. We want to incorporate high-leverage strategies to provide the best programming for our most at risk students. How do we help children come to kindergarten with a large vocabulary? how do we help children have life learning experiences outside the school building? Those are things we try to address and then we can build cognitive structures around meaningful ideas.

During our SIPP meetings, we review student academic progress and summative assessment data to inform instruction. Then, teachers work to modify their instructional groups. Then, teachers track interventions and results are reviewed regularly.

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

Teachers start with the iReady Diagnostic assessment and then support with a variety of other tools that may include- Developmental Reading Assessment, Directed Writing Assessment, Observation Survey and our district created Benchmark Assessments. They use formative assessment for every lesson and begin to identify students who need additional support.

Grade level teachers meet once a week to discuss students needs and they report to a SIPP (Student Individual Progress Plan) liaison any students that need additional testing. This SIPP team meets once a week for one hour to review student data received from the classroom teachers. Our team consists of our Reading Recovery teacher, ELL teacher, Principal, Psychologist, Social Worker, Speech Pathologist and Resource Room teachers. Instructional decisions are explored and then shared with the teacher. Decisions regarding Tier 1, 2 or 3 are decided together. New instructional plans are created every 6,8 or 10 weeks. If the student has made growth and meets the grade level standard, the plan is stopped. If a student is progressing, but needs more time, the plan is extended. If the student is not progressing, other approaches are discussed and then a new plan is implemented.
Evaluation

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

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

At the end of the school year, teachers submit their student growth data to the principal. In addition, our principal and the title I Interventionists and Reading Recovery teachers meet to review student data. We review pre and post intervention data. We discuss the attributes and challenges of each program.

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

In reviewing our data from our preliminary MSTEP data, we find that our bottom 30 are comprised of our Special Education students and our ELL students. We use the Dynamic reports to further evaluate results achieved by the targeted assistance program. We also compile data by grade level and content area to examine overall percentage of students who are participating in the Title I Targeted Assistance program we are meeting or exceeding the State of Michigan standard for proficiency on the MSTEP.

In addition, we also review the achievement data for our eligible students who are participating in the Title I targeted assistance program through iReady diagnostic testing. Other tools available may include the WLPP, Walled Lake Literacy Progress Profile for students in Grades K-2, The Developmental Reading Assessment for Grades K-5, the Lucy Calkins checklists and rubrics for Grades K-5, the English Language Proficiency of the WIDA Assessment for English Learners and district benchmark assessments.

We are concentrating on our programming for both these areas of instruction. The acquisition of English takes time and when students come to us in upper grades, we push their academic vocabulary along with their conversational vocabulary. However, it takes several years for students to achieve grade level success.

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

We completed a Program Evaluation to determine the impact of intervention programs and increasing the achievement of eligible students. We will make changes to reflect any areas of concerns or needed improvement particularly with eligible students who are not meeting standards. In addition, we will cross reference our local achievement data including the correlation of iReady scores to state testing when complete data is available.

In the classroom, teachers use formative assessment on a daily basis. The pre and post from summative assessments are examined. We are vigilant with tracking our targeted assisted students and adjusting our process to encompass Multi Tiered Systems of Support as it is available and launched within our school district.
4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

After our annual evaluation of our Title I Targeted Assistance plan is completed, our next step is to revise the plan, in order to ensure the continuous improvement of eligible students. Our SIPP team helps to guide the process for reviewing student academic data and determine intervention needs. Starting with assessment, the area of concern is identified and a plan to explicitly teach that area is developed to last from six to ten weeks. The SIPP team liaison confers with the teacher and monitors the success or lack thereof. Students reaching grade level expectations are removed from a plan, students progressing but not at grade level yet continue with the plan. If a student is not progressing a new plan is developed and implemented with another time constraint.
WLE School Improvement Plan 2019-20
Overview

Plan Name

WLE School Improvement Plan 2019-20

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Walled Lake Elementary will be proficient in Reading.</td>
<td>Objectives:2 Strategies:4 Activities:6</td>
<td>Academic</td>
<td>$170600</td>
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<tr>
<td>2</td>
<td>All students will increase their proficiency in reading on a yearly basis.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$20000</td>
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<tr>
<td>3</td>
<td>All students at Walled Lake Elementary will be proficient in Math.</td>
<td>Objectives:1 Strategies:2 Activities:4</td>
<td>Academic</td>
<td>$600</td>
</tr>
<tr>
<td>4</td>
<td>All students at Walled Lake Elementary will be proficient in Science.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>5</td>
<td>All students at Walled Lake Elementary will be proficient in Writing.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>6</td>
<td>All students at Walled Lake Elementary will be proficient in Social Studies.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students at Walled Lake Elementary will be proficient in Reading.

Measurable Objective 1:
100% of Third, Fourth and Fifth grade students will demonstrate a proficiency and read at proficient or advanced level in English Language Arts by 06/14/2022 as measured by MSTEP or statewide assessment.

Strategy 1:
Daily Reading Recovery strategies - The lowest readers in first grade will work one on one with a Reading Recovery trained teacher for 12-20 weeks. Those Reading Recovery teachers will work with the general education teacher for transference. The use of learned reading strategies are expected to be used in the classroom by students. Students discontinued from the program will receive continued support through a Literacy Group comprised of 4 to 5 students. Reading Recovery trained teachers will use reading and writing strategies with the lowest performing first graders. They will also work with kindergarten and second grade students for seamless support.

Teachers will chose books at the student instructional levels. Children will read aloud while the teacher takes a running record. Teachers will note what strategies the student is using and neglecting. Using magnetic letters, orthographic awareness and how words work; students will put together these words and build a cadre of known words. Teacher will make the connection to other words or parts of words the student may know, students will look for beginning and ending sounds or find parts of the word they may know. Scaffolding aides, such as, Elkonin boxes and the try it page are also incorporated.

For comprehension the teacher will create a sentence strip dictated by the student. The sentence will be cut up per word, or parts of words, to focus on meaning and monitoring, then taken home to reassemble, along with a just right book every night. Students use analogous thinking to generate and problem solve new words in reading and writing.

Category: English/Language Arts

Research Cited: Marie Clay; A Special Tribute to Marie Clay. Columbus, OH: Reading Recovery Council of North America, 2007. readingrecovery.org,

Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Direct Reading Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

SY 2019-2020
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Strategy 1:
Balanced Approach to Literacy - In Grades K through Fifth, classroom teachers will use a balanced reading approach utilizing read-alouds, shared reading, guided reading, and Self-selected reading. Within the structure of Guided Reading, the classroom teacher will create a framework of reading workshop. Teachers begin with assessment piece to drive instruction to create small groups of children with like abilities based on reading need. Students independently read ability chosen books while teacher monitors understanding looks for structure, meaning and visual cues that the child uses. For example: Does the student self-monitor, Cross-check and/or Self-correct? Does the student use cue sources with flexibility in solving words in continuous text?

Teachers will assess fluency and comprehension with running records. Teachers will ask students to reread and look across a word and ask, "does that make sense?" Teachers will ask students to check the picture (if available) and ask themselves, does that make sense and look right? Teachers will cover parts of a word and ask the student if there is a part they know.

Teachers will ask students to chunk words and sounds and think about what would make sense. Teachers will ask students if there is another word they know that looks similar. Students will then give an oral retell. The teacher then prompts with comprehension questions. Texts continue to be matched to student progress and is assessed through formative assessment. Guided reading groups are flexible groupings that change with student need.

Category: English/Language Arts
Research Cited: The Next Step in Guided Reading; Focus Assessments and Targeted Lessons, Jan Richardson, 2009 by Scholastic, Inc. ISBN-13: 978-0-545-13361-6

Measurable Objective 2:
100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the Developmental Reading Assessment and/or iReady diagnostic in Reading by 06/14/2019 as measured by reaching grade level standards.

Activity - Small group instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibility
--- | --- | --- | --- | --- | --- | --- | --- | ---

Title I Part A
### Strategy 2:

Summer Jump Start / Super Summer Success / Before School Instruction - Targeted Assisted identified students will attend a building level summer reading program called Jump Start or a school year session called Enhancing Reading. Eligible students who demonstrate a need for reading intervention based on spring iReady scores, Developmental Reading Assessment data and/or state assessment data will be encouraged to attend 3 weeks of sessions focused on reading and writing.

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<table>
<thead>
<tr>
<th>Activity - Action Plan to Improve Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Type</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Walled Lake Elementary will develop a time specific Action Plan to Improve Reading. Included within the Action Plan will be workshops for parents, highlight of reading progress during parent-teacher conferences, reading volunteers, PTA support for Reading activities, Family Literacy Night to demonstrate reading strategies for parents and activities to conduct with students at home.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Activity - Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Type</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Walled Lake New Teacher Orientation, Spice It Up - featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, teacher leaders will continue to engage staff in the background of Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework: A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participate within a Professional Learning Community-developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.</td>
</tr>
</tbody>
</table>
Teachers responsible for instruction will review iReady data, Developmental Reading Assessment, Observation Survey, etc and develop a plan for next steps for instruction. Teachers will progress monitor to adjust.

In addition, students who are exiting kindergarten through fourth grade, have the opportunity to participate in Super Summer Success, in which students have access to books at their independent reading reading level. Several staff members link in with students to encourage summer reading and boost excitement.

The design and implementation of these programs is intended to increase reading proficiency and attempt to counteract the decline in reading skills known as summer slide. A record of student work and progress will be shared with incoming grade level teacher.

Category: English/Language Arts


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Summer Programming</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal coordinates and monitors the Jump Start and Super Summer Success program. Program with classroom observations and postcards home to the families during the summer months.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/14/2019</td>
<td>08/30/2019</td>
<td>$20000</td>
<td>Title I Part A</td>
<td>Principal, Summer School Staff, and classroom teachers</td>
</tr>
</tbody>
</table>

Strategy 3:

iReady Instructional Lessons - The iReady diagnostic will be given three times per year. Students who are scoring below grade level will be assigned access to the iReady Instructional Lessons. Students will spend a minimum of 50 minutes per week on the modules.

Category: English/Language Arts


Tier: Tier 2
Goal 2: All students will increase their proficiency in reading on a yearly basis.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth and Fifth 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 on the Directed Reading Assessment in Reading by 06/17/2016 as measured by reaching grade level standards.

Strategy 1:
Balanced Approach to Literacy - Classroom teachers will use a balanced reading approach. Utilizing Read-Alouds, Shared Reading, Guided reading, and Self-selected reading. Within the structure of Guided Reading the teacher will create a framework of reading workshop. Teachers begin with assessment and then create small groups of children with alike abilities. Students read ability chosen books while the teacher looks for structure, meaning and visual cues that the child uses. Does the student self-monitor, Cross-check and/or Self-correct, and does the student use cue sources with flexibility in solving words in continuous text? Teachers will assess fluency and comprehension with running records. Teachers will ask students to reread and look across a word and ask, does that make sense? Teachers will ask students to check the picture (if available) and ask themselves, does that make sense and look right? Teachers will cover parts of a word and ask the student if there is a part they know. Teachers will ask students to chunk words and sounds and think about what would make sense. Teachers will ask students if there is another word they know that looks similar. Students will then give an oral retell. The teacher then prompts with comprehension questions. Texts continue to be matched to student progress and is assessed through formative assessment. Guided reading groups are flexible groupings that change with student need.

Category:
Tier: Tier 1
Teacher training on Guided Reading strategies and how to combine vocabulary learning within the workshop small group setting during monthly staff meetings. Principal will use classroom observations to check for the implementation of strategies and instruction fidelity.

<table>
<thead>
<tr>
<th>Activity - Summer Programming</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunshine Academy is supervised by our Reading Recovery and Curriculum Directors Principal monitors the Jump Start and Super Summer Success Program with classroom observations and postcards home to the families during the summer months.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/30/2015</td>
<td>08/21/2015</td>
<td>$20000</td>
<td>Title I Part A</td>
<td>Principal, Summer School Staff, and 3 classroom teachers</td>
</tr>
</tbody>
</table>

**Goal 3: All students at Walled Lake Elementary will be proficient in Math.**

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 70% or higher in Mathematics by 06/14/2019 as measured by WLCSD Benchmark Assessments created for the Everyday Math units and the iReady Diagnostic Assessments.

**Strategy 1:**

Math Workshop/Inquiry Model - Eight Standards for Mathematical Practic Walled Lake Elementary Instructional staff will implement the Eight Standards for
Mathematical Practice using Everyday Math 4 with fidelity aimed at improving students’ mathematical practices as outlined in the Common Core State Standards. Teachers will engage in professional development regarding the implementation of math workshop using Everyday Math and Oakland Schools Rubicon curriculum resources. Teachers will use an inquiry model and math journals for all lessons and review student thinking. Teachers will then work collaboratively to design lessons to meet student needs. Teachers use the Van de Walle and Number Talks books to guide with writing their instructional goals. To deepen teacher knowledge of content, they process through high level mathematical tasks to help them make connections between concepts. Teachers then analyzed the tasks they were asking students to do and began a backward approach to design activities that supported the ideas. Teachers used the Cognitively Based Assessment materials to analyze the progression of the place value and number sense strands in math. They worked together to discriminate between the differing levels to they design lessons to reach students “where they are”.

Math Workshop~ Teachers engage students into a mathematical topic by posing an inquiry based question with a mathematical representation to match. Students provide responses by tapping into their prior knowledge. This gives the teacher an idea about student understandings, misconceptions and a direction to go while working with small groups of students.

Following this short mini lesson, the teacher works with the small groups. Students work on inquiry based tasks that explore the big mathematical idea. The teacher guides by asking questions that help students make connections from previous learning to new learning. Students work cooperatively with one another to reach new understandings. They solve problems, create justifiable arguments for their thinking and find multiple solution paths for a given question. At the close the teacher leads a discussion/share time that makes new learning concrete for students. Students share their learning while the teacher guides the discussion by using probing questions or by making links to past learning. Students write in their math journals so the teacher can gauge understanding and plan for future learning (formative assessment).

Inquiry~ Teachers are the facilitator, asking probing questions to allow students to make sense of the learning for themselves and to “discover” how the math works in the world around them. Teachers pose questions so that students can see how mathematical concepts are connected.

Category: Mathematics

### Activity - Math Workshop

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue teacher training on high level mathematical tasks and connections between ideas. Teacher collaborate weekly to discuss instructional strategies, view IMAP videos and design lessons. Incorporate parent component of ConnectEd for greater communication and transparency. Monitor the implementation of math workshop with inquiry through classroom observation. Learning Targets, success criteria, feedback, and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will begin to use an Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. All instructional staff will construct a data binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All classroom teachers, resource room teachers and principal</td>
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### Activity - Action Plan to Improve Math Skills

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walled Lake Elementary will develop a time specific Action Plan to Improve Math. Included within the Action Plan will be workshops for parents, articles in school newsletters, highlight of math progress during parent-teacher conferences, math tutors, PTA support for Math activities, Family Math Night to demonstrate math strategies for parents and activities to conduct with students at home.</td>
<td>Parent Involvement</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$500</td>
<td>Title I Part A</td>
<td>Instructional staff, support staff, building principal</td>
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### Activity - Professional Learning

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Walled Lake New Teacher Orientation, Spice It Up- featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, school improvement leaders will attend sessions to begin to learn background of Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework: A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participant within a Professional Learning Community- developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.</td>
<td>Professional Learning</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Instructional Staff, Principal</td>
<td></td>
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</tbody>
</table>
Strategy 2:
iReady Instructional Module - The iReady Diagnostic will be administered to students three times a year. Students who are identified as performing below grade level standards will participate in the iReady instructional modules at least 50 minutes per week.

Category: Mathematics


<table>
<thead>
<tr>
<th>Activity - iReady Parent Night</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will be invited to attend an evening session focused on demonstrating the iReady component and strategies for increasing math proficiency at home. Resources and strategies to include support from local library, games to play at home.</td>
<td>Parent Involvement</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$100</td>
<td>Title I Part A</td>
<td>Reading Recovery Teacher, Interventionists, classroom teachers, building Principal</td>
<td></td>
</tr>
</tbody>
</table>

Goal 4: All students at Walled Lake Elementary will be proficient in Science.

Measurable Objective 1:
A 30% increase of Fourth grade students will demonstrate a proficiency of understanding in Science by 06/14/2019 as measured by MSTEP or statewide assessment.

Strategy 1:
Focus on Vocabulary - Teachers will focus on big scientific ideas. They will provide varied experiences with experiments, videos, and literature to help students fully understand the big ideas. Students will then share their understandings in writing using scientific vocabulary with supporting evidence.
Academic Vocabulary - Teachers will meet by grade level to choose the content specific words they will teach. The words will come from the DesCartes list of vocabulary, Marzano's list, as well as from the Common Core. The chosen terms will be taught using the methods from the book "Building Academic Vocabulary."

Time to Talk~ Teachers promote student dialogue as they have conversations around the text or experiment conducted. Teachers make sure students connect their colloquial language to scientific and technical terms.

Giving Instructions~ Teachers supplement auditory information with visual cues. Providing multi-sensory experiences. Teachers use a variety of visual or aural supports such as, diagrams, pictures, examples to support the experiment, pictures with stages of the experiment or procedures.

Text Cards~ Students interact with words and there meanings using teacher created index cards. Working in small groups the students discuss the statements before sorting. The cards may be True/False statements with Agree/Disagree cards. Matching pairs with terms and associated function, symbol, scientific name, etc.

Sequencing~ For cyclical concepts like the water cycle, students will arrange the cards in a circular formation.

Classification~ Students match characteristics for a group, i.e. Fish...gills, cold-blooded. This is all with supporting evidence, or scientific drawings to demonstrate understanding of text and concepts.

Teachers and students create a word bank and use these words often across all disciplines. For example, compare, recognize, minimum, strong/weak, slide, accelerate, sink all recorded in their scientific notebooks.

Word Parts~ Teachers reinforce the structure of words using prefix, suffix and base words. Example: photo (light), synth (make), isis (process). This aligns with new Common Core Standards.

Multiple Meaning Words~ Teachers work with students to identify the different meanings and applications of words like; matter, living, balance, conductor.

Teachers expose students to various forms of reading and listening to text. They provide children opportunity to use words in speaking and writing. It is important for students to recognize the value of science vocabulary and use it in their conversations.

Category: Science


Tier: Tier 1
**Goal 5: All students at Walled Lake Elementary will be proficient in Writing.**

**Measurable Objective 1:**
A 80% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency as measured in Writing by 06/14/2019 as measured by Lucy Calkins' Writing Rubric, WLPP, 4th Grade MSTEP or statewide assessment.

**Strategy 1:**
Explicit Writing Instruction - Teachers will target and explicitly teach writing skills and strategies identified on the Directed Writing Assessment and Lucy Calkins Units of Study. Teachers will use interactive, shared and guided writing while engaging students in these activities.

Kindergarten: explicitly teach initial consonant sounds, letter formation, spacing, 10 high frequency words, and segmenting.

First Grade: students will learn long vowel sounds, record short "a" and short "o" sounds, write 15-20 high frequency words, and introduce periods at the end of sentences.

Second Grade: students will say each word slowly as written, teach 30 high frequency words and quotation marks. Students develop the writing process with different writing genre, using mentored text, writing for an audience and using self/peer revising.
Third Grade: students will use the five finger retell, write about characters, problems, setting, events and endings. Students will show proficiency with beginning, middle, end and solution to the problem.
Fourth Grade: students will describe characters’ feelings, use key words, use detailed paragraphs with main idea and supporting details.
Fifth Grade: students will create meaningful thematic responses, they will scaffold for an organized response and reasoning. Students will be expected to internalize the learning target.

Category: English/Language Arts


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Classroom Writing Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walled Lake Elementary teachers will continue to implement Lucy Calkins checklists and rubrics with Units of Study. Continue to monitor classroom instructional strategies through observations.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, Building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Walled Lake New Teacher Orientation, Spice It Up- featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, teacher leaders will continue to explore and present Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework: A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participate within a Professional Learning Community- developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.</td>
<td>Professiona l Learning</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>General Fund</td>
<td>Instructional Staff, Building Principal</td>
<td></td>
</tr>
</tbody>
</table>

Goal 6: All students at Walled Lake Elementary will be proficient in Social Studies.
Measurable Objective 1:
A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the statewide assessment in Social Studies by 06/14/2019 as measured by MSTEP or statewide assessment.

Strategy 1:
Focus on Vocabulary - Teachers will focus on core content of social studies. They will provide varied experiences with literature, instruction, online resources, to help students fully understand the big ideas. Students will then share their understandings using examples of formative assessment.

Strategies:
Time to Talk~ Teachers promote student dialogue as they have conversations around the text. Teachers make sure students connect their colloquial language to historical terms, events.

Giving Instructions~ Teachers supplement auditory information with visual cues. Providing multi-sensory experiences. Teachers use a variety of visual or aural supports such as timelines, graphs, diagrams, pictures, examples.

Text Cards~ Students interact with words and there meanings using teacher created index cards. Working in small groups the students discuss the statements before sorting. The cards may be True/False statements with Agree/Disagree cards. Matching pairs with terms and associated definition, event, person.

Sequencing~ For timeline concepts, students may arrange the cards according to date.

Classification~ Students match characteristics for a group using supporting evidence demonstrate understanding of text and concepts.

Teachers and students create a word bank and use these words often across all disciplines.

Word Parts~ Teachers reinforce the structure of words using prefix, suffix and base words. Example: photo (light), synth (make), isis (process). This aligns with new Common Core Standards.

Multiple Meaning Words~ Teachers work with students to identify the different meanings and applications of words.

Teachers expose students to various forms of reading and listening to text. They provide children opportunity to use words in speaking and writing. It is important for students to recognize the value of vocabulary and use it in their conversations.

Category: Social Studies


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Vocabulary</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2019-2020
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### School Improvement Plan
Walled Lake Elementary School

<table>
<thead>
<tr>
<th>SIPP team will progress monitor Benchmark scores. Classroom teachers will use formative assessments to monitor students' understanding. Principal will observe classroom instruction</th>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/14/2019</th>
<th>$0</th>
<th>No Funding Required</th>
<th>Classroom teachers, SIPP team and principal</th>
</tr>
</thead>
</table>

### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction</td>
<td>Teachers will implement Guided Reading strategies and how to combine core content vocabulary (including Science and Social Studies) learning within the workshop small group setting. Learning Targets, success criteria, feedback, and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. In addition, all instructional staff will begin to use an Instructional Framework developed by the WLCSD iCouncil Committee as a guide to plan the beginning, middle, and end of all lessons. All instructional staff will construct a data binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>All kindergarten through Fifth Grade classroom teachers, Instructional Staff, building principal</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Continue teacher training on high level mathematical tasks and connections between ideas. Teacher collaborate weekly to discuss instructional strategies, view IMAP videos and design lessons. Incorporate parent component of ConnectEd for greater communication and transparency. Monitor the implementation of math workshop with inquiry through classroom observation. Learning Targets, success criteria, feedback, and formative assessment will be embedded in all lessons to inform and plan next steps for instructional decisions. All instructional staff will begin to use an Instructional Framework developed by the WLCSD iCouncil Committee to plan the beginning, middle, and end of all lessons. All instructional staff will construct a data binder. This binder will be kept current and utilized to inform and plan next steps for instructional decisions.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>All classroom teachers, resource room teachers and principal</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
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</tr>
<tr>
<td>Professional Learning</td>
<td>Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Sessions with emphasis on Next Generation Science Standards, Walled Lake Curriculum Camp, Spice It Up- featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, teacher leaders will continue to present and explore strategies of Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework; A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participate within a Professional Learning Community- developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>Instructional Staff, principal</td>
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</tbody>
</table>
## Professional Learning

Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Walled Lake New Teacher Orientation, Spice It Up- featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, school improvement leaders will attend sessions to begin to learn background of Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework: A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participate within a Professional Learning Community- developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.

### Professional Learning

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Budget</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walled Lake Elementary</td>
<td>Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities.</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>Instructional Staff, Principal</td>
</tr>
</tbody>
</table>
Professional Learning

Walled Lake Elementary instructional staff will attend a variety of Professional Learning opportunities. Some current offerings include: Walled Lake New Teacher Orientation, Spice It Up- featuring technology focus, Everyday Math 4 sessions and others. All sessions are directly related to best practices and research based. In addition, teacher leaders will continue to engage staff in the background of Cultures of Thinking. Monthly professional learning sessions will emphasize the connection of the Instructional Framework: A Guide to Effective Learning as created by the WLCSD iCouncil. Instructional and support staff will also participate within a Professional Learning Community- developing a focus to explore in a collaborative format while completing a SMART goal to determine effectiveness over time.

Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>iReady Parent Night</td>
<td>Parents will be invited to school for an informational meeting to discuss use of iReady and importance of Reading at home. Staff will share resources including the public library, community resources.</td>
<td>Parent Involvement</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$100</td>
<td>Reading Recovery Teacher, Interventionists, Classroom Teachers, Building Principal</td>
<td></td>
</tr>
<tr>
<td>iReady Parent Night</td>
<td>Parents will be invited to attend an evening session focused on demonstrating the iReady component and strategies for increasing math proficiency at home. Resources and strategies to include support from local library, games to play at home.</td>
<td>Parent Involvement</td>
<td>Getting Ready</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$100</td>
<td>Reading Recovery Teacher, Interventionists, classroom teachers, building Principal</td>
<td></td>
</tr>
</tbody>
</table>
### Action Plan to Improve Math Skills

Walled Lake Elementary will develop a time specific Action Plan to Improve Math. Included within the Action Plan will be workshops for parents, articles in school newsletters, highlight of math progress during parent-teacher conferences, math tutors, PTA support for Math activities, Family Math Night to demonstrate math strategies for parents and activities to conduct with students at home.

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Implement</th>
<th>09/05/2017</th>
<th>06/15/2018</th>
<th>$500</th>
</tr>
</thead>
</table>

| Instructional staff, support staff, building principal. |

### Action Plan to Improve Reading

Walled Lake Elementary will develop a time specific Action Plan to Improve Reading. Included within the Action Plan will be workshops for parents, highlight of reading progress during parent-teacher conferences, reading volunteers, PTA support for Reading activities, Family Literacy Night to demonstrate reading strategies for parents and activities to conduct with students at home.

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Getting Ready</th>
<th>08/28/2018</th>
<th>06/14/2019</th>
<th>$500</th>
</tr>
</thead>
</table>

| Reading Recovery staff, Instructional staff, classroom teachers, building Principal. |

### Direct Reading Instruction

Daily Reading Recovery strategies will be implemented with eligible students. Consistency and fidelity of instruction will be observed through walk through, debriefing meetings and program evaluation. Reading Recovery staff will continue practice of attending "Continuing Contacts" - a monthly, structured professional learning focused on fidelity of strategies/techniques, including opportunity to observe actual lesson in practice and engage in protocol called "Behind the Glass". Sessions and content provided by district Reading Recovery Supervisor.

<table>
<thead>
<tr>
<th>Academic Support Program, Direct Instruction</th>
<th>Tier 2</th>
<th>Monitor</th>
<th>08/28/2018</th>
<th>06/14/2019</th>
<th>$150,000</th>
</tr>
</thead>
</table>

| Reading Recovery teachers, district Reading Recovery Supervisor and Building Principal. |

### Summer Programming

Principal coordinates and monitors the Jump Start and Super Summer Success program. Program with classroom observations and postcards home to the families during the summer months.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier 2</th>
<th>Implement</th>
<th>06/14/2019</th>
<th>08/30/2019</th>
<th>$20,000</th>
</tr>
</thead>
</table>

| Principal, Summer School Staff, and classroom teachers |

### Summer Programming

Sunshine Academy is supervised by our Reading Recovery and Curriculum Directors. Principal monitors the Jump Start and Super Summer Success Program with classroom observations and postcards home to the families during the summer months.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Tier 2</th>
<th>Implement</th>
<th>06/30/2015</th>
<th>08/21/2015</th>
<th>$20,000</th>
</tr>
</thead>
</table>

| Principal, Summer School Staff, and 3 classroom teachers |