



# **School Improvement Plan**

**Floyd M. Jewett Elem. School**

**Mesick Consolidated Schools**

Mr. Scott Akom  
P.O. Box 275  
Mesick, MI 49668-0275

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

Floyd M. Jewett Elementary school houses grades K-6. It currently services 354 students. 96% of our student population is white, non-Hispanic. Over 75% of our student population receive free or reduced lunch. There are 2-3 sections per grade level. Teaching teams work collaboratively across grade levels, as well as with support staff, to best meet students' needs. There are currently 16 highly qualified general education teachers, 5 connection teachers, 2 special education teachers, and 1 reading specialist teacher. Additionally, there is paraprofessional support for reading and math. All paraprofessionals have completed at least a WorkKeys test through a local educational institution. At least half of the general educational staff endorses a Master's Degree in Education. Students are offered enrichments in band, choir, computers, physical education, & art.

Floyd M. Jewett Elementary School is located in a Northern Michigan rural community. Mesick's population is 2,783. The school is the communities' largest employer. The school services students from multiple counties. The school provides bussing, breakfast daily during the school year, and lunch year-round. The staff at Jewett Elementary are trained in how to work with the high level of poverty in the area. The school has partnered with a variety of organizations to provide additional non-academic services for families in our area. These partnerships include, hearing and vision screening, dental care, mentoring programs, DARE, and Junior Police. The school also has on staff a full-time school social worker, who works directly with students and parents in need. The social worker provides parent classes on nights and weekends.

Floyd M. Jewett Elementary School partners with Head Start and GSRP of Northern Michigan. Preschool teachers and kindergarten teachers work collaboratively to ensure kindergarten readiness. There are currently two preschool classrooms in the lower elementary servicing children ages 3-5. This partnership allows the preschool families to utilize the school's bussing and breakfast/lunch programs.

The community provides additional experiences for the student population. Volunteers coach children, ages 4-13, in a variety of sports. Programs include boys scouts, girl scouts, girls on the run, CIA team, & character building classes.

Teachers and parents work collaboratively to provide the best education for students. Parents are invited to attend the school's open house in the fall, parent/teacher/student conferences in the fall, family nights and concerts. The school has an active PTO, that assists in hosting school to home connections such as Donuts with Dads, Muffins with Moms, Granola with Grandparents, Father/Daughter Dance, & Mother/Son Picnic. Teachers also make a daily phone call to at least one family per night. Teachers also maintain on-going communication with parents as needed.

## **School's Purpose**

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

Vision Statement: Jewett Elementary School will create a community where high expectations and education are a priority.

Mission Statement: To provide an environment where students and adults expect more and become more. Floyd M. Jewett Elementary School is dedicated to the education of all our children and have developed these expectations for employees and students:

EXPECT all students to learn;

EXPECT quality instruction;

EXPECT all staff to engage every student actively and positively;

EXPECT technology to support instruction and operations;

EXPECT and retain quality staff through support and development;

EXPECT a measurable improvement in student achievement;

EXPECT a safe and orderly environment.

Belief Statements: All students can learn, given appropriate instruction and adequate time. Communication and cooperation between home and school is crucial for students to have a positive educational experience. Time for staff members to work collaboratively within and across grade levels is a critical component of student success.

Floyd M. Jewett embraces the philosophy expect more, become more by maintaining high expectations for all students. When a student struggles, extra time and support is provided to scaffold the child's learning. The elementary staff works collaboratively to become the best that they can be.

## **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.**

Floyd M. Jewett's notable achievements include meeting AYP, reaching the last school improvement goal, receiving a letter grade B on the state school report card, and an increase in parent and community involvement.

Areas of improvement over the last three years include constant and consistent growth on the MEAP standardized testing. In addition, technology has been added to all classrooms. The creation of Kindercamp to transition children into kindergarten is new. The school has revamped the physical education program to include bowling and archery.

Floyd M. Jewett Elementary School is striving to improve in all areas. Over the next three years, we plan to continue to enhance the technology in the classrooms, modernize our building, and form strong relationships between the community and the school.

## **Additional Information**

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

PLC teams are continually working together to enhance quality instruction. Grade-level binders are updated with grade-level curriculum, pre-post assessments, and data. The staff maintains a friendly, professional atmosphere where every child is greeted at the door each morning.

# **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.**

Stakeholders are comprised of community members, board members, parents, and school staff. Administration encourages staff, community and board members to be a part of the school improvement team. He requested participation through emails, phone calls, and personal contacts. Noticing a lack of parent involvement, the principal personally invited parents, who had indicated an interest in the school, to join the team. After establishing a team, all parties were given a list of meeting dates and a school improvement binder containing valuable information. The team meets monthly to discuss the school's areas of needs. Agendas are provided for all meetings. Stakeholders roles were discussed at the initial meeting.

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

Floyd M. Jewett Elementary school improvement plan was developed by teachers and administration, with input from staff, parents, board and community members. Responsible parties assessed parent and staff surveys, looked for areas of need and created a list of strategies and activities to meet those needs.

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

Stakeholders met monthly to be apprised of the progress and the plan. They strategized activities to be added to the plan. They reviewed the final plan and noted changes they felt needed to be made. Stakeholders opinions directly impacted the final product.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Unfortunately, student enrollment has decreased steadily over the last few years. The community offers little employment and housing for families. This decline has resulted in fewer teachers needed to educate students. Most retired positions have not been refilled.

### **How do student enrollment trends affect staff recruitment?**

While most vacated positions have not been refilled, it is the goal of Jewett Elementary to employ the best teachers. Therefore, the school posts and interviews candidates thoroughly until the best is found.

### **How do student enrollment trends affect budget?**

Due to declining financial support from the state (impacted by declining enrollment) Jewett Elementary has had to make budget cuts that directly impact students and staff.

### **How do student enrollment trends affect resource allocations?**

Student enrollment trends are being allocated into the distribution of funds.

### **How do student enrollment trends affect facility planning and maintenance?**

Floyd M. Jewett Elementary has restructured the layout of classrooms to use funds more efficiently. The school has closed off a wing, blocked off the upstairs, and moved grades 7-8 to the high school. The school has reduced the number of classrooms per grade level and has vacated unnecessary classrooms.

### **How do student enrollment trends affect parent/guardian involvement?**

Parent involvement has been a focus for Jewett Elementary. Although student enrollment has decreased, parent involvement has increased. Exit interviews indicate that families are leaving because of lack of employment and housing.

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

Student enrollment trends at Jewett Elementary do not affect professional learning and/or public relations. The staff continues to strive to be the best regardless of limited funds or decline in student body.

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

The biggest challenge facing Jewett Elementary is budget cuts.

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

School administration and superintendent will be holding staff meetings, looking for ways to offset the budget deficit. The school board will continue to work with staff and administration to minimize the impact on students as much as possible.

### **What are the challenges you noticed based on student attendance?**

We have excellent student attendance. Last year, Jewett Elementary had an attendance percentage of 94.12%. Students want to be at Jewett Elementary, where learning is enriching and fun. Staff and students share a mutual respect. Furthermore, the teachers' enthusiasm for learning is evident in the classroom.

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

Staff will continue to meet regularly in PLC and grade level teams. They will continue to address students' needs and challenges as they arise. Administration will continue to support the staff in and out of the classroom.

## **Student Achievement Data for All Students**

This area includes data questions.

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

Based on the IOWA test in 2012, grades K-1 excelled in reading. Grades 1-2 scored above the 50th percentile in science and social studies. Based on the MEAP math test in 2011, grades 3-6 show a steady growth. Grades 4-6 scored above the state average in math. Grades 3-6 all scored above the state in reading. Based on the MEAP 2012 Science test, 5th grade increased by 27%, more than doubling the state average. 17% of 4th grade students showed significant improvement on their MEAP 2012 math test.

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

With continued curriculum alignment and grade level meetings, all core content areas show a positive trend in performance.

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

Floyd M. Jewett Elementary student achievement is above the state target in the following areas tested on the MEAP:

4th grade reading

5th grade reading, math and science

6th grade reading and math

7th grade reading

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

The top 30% of students continue to perform well and maintain their performance level in ELA and math, however we see a downward trend with science, social studies, and writing.

### **What factors or causes contributed to improved student achievement?**

Curriculum alignment, consistent use of assessments and data disaggregation, along with small group interventions have continued to improve student achievement in math and reading.

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

Teaching staff maintain data binders, as well as current curriculum binders aligned to the common core state standards, in math and reading, which allows teachers to track student achievement. Students also track their own academic progress. Both staff and students note how the factors have impacted student achievement.

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

Social studies and writing assessed in grades 4-7 show lowest levels of student achievement. Although increasing, science remains an area of low student achievement.

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

7th grade math data shows a negative trend in achievement.

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

Based on the 2012 Meap data:

3rd grade reading is behind by 4%

3rd grade math is behind by 10%

4th grade math is behind by 3%

4th grade writing is behind by 5%

6th grade social studies is behind by 6%

7th grade math is behind by 23%

7th grade writing is behind by 21%

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

The research indicates that the bottom 30% of students are typically economically disadvantaged. While making gains in math and reading, they continue to struggle in all content areas.

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

The decline in the 7th grade data aligns with moving the 7-8th grade to the high school. A plan has been put in place to transition our 6th graders from Jewett Elementary to the JR/SR high. The elementary staff has spent time working with ISD consultants to improve curriculum instruction. Sixth grade teachers are also working alongside 7th grade teachers to review 6th grade material in the fall of the seventh grade year. End of the year assessments are given in 6th grade to guide the review.

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

The timeline of events correlate with the decline in test scores, in which the trend for those groups have typically been an increase in test scores.

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

The staff will continue to work closely with ISD consultants to align the curriculum and provide interventions based on data. The school will provide better aligned professional development. Administration will utilize a professional development plan to provide quality training to staff.

## **Subgroup Student Achievement**

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

**Response:**

- White
- Male
- Female
- Economically Disadvantaged

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

**Response:**

- Male
- Female

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

The achievement gap for economically disadvantaged students is closing in the upper elementary grades 5 & 6. The achievement gap between male and female students is closing in all tested grades. Data does not indicate a gap between male and female students at this time.

**How do you know the achievement gap is closing?\***

Based on MEAP data results, the MI School Data line graphs indicate that there is little or no gap between male and female students.

**What other data support the findings?**

Historically, grades K-2 took the IOWA.

Grades K-6 take the DIBELS assessment three times a year.

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

Intense teacher focus on aligning curriculum and differentiated instruction has contributed to keeping the gap closed.

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

Research indicates that aligning curriculum, differentiating instruction, and time on task all have a positive impact on student achievement.

### **What actions could be taken to continue this positive trend?**

Teachers will continue to utilize the same research strategies and complete item analysis to look for gaps in curriculum instruction.

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

**Response:**

- Economically Disadvantaged

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

**Response:**

- Economically Disadvantaged

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

The achievement gap is found in 3rd grade reading, 4th grade writing, and 5th grade science. It is seen most often in math, showing up in data for 3rd, 4th, and 7th grade math MEAP results.

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

It is evident on the MI School Data line graphs over multiple years.

### **What other data support the findings?\***

The gap between economically disadvantaged students and non-disadvantaged is also seen on long-term DIBELS and DIBELS Next data

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

We believe the gap is increasing due to changes in the community. We are seeing less parent support and more families are leaving the community for housing and job opportunities. Interventions have been focused on specific academic support and not economic status. This will need to be modified in the future.

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

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Trends in student counts, parent exit interviews, and Title intervention notes correspond with line plot data.

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

Staff will continue to improve parent communication. The school will continue to promote themselves to the community. Finally, teachers will refocus interventions to meet the needs of economically disadvantaged students. Teachers will incorporate more interventions, differentiated instruction, and varied texts (non-fiction and level readers.) Administration will provide professional development to support staff.

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

We do not currently have any English Language Learners.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students are treated equally and have access to a full array of intervention programs.

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

Teachers look at test results and classroom observations to determine students at risk. With title 1 support, it is determined which skills each individual student needs to work on. Students are then identified for the appropriate support services.

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

Kindergarten has restructured math and reading, allowing for 1 teacher to provide extended learning opportunities for students who have mastered the curriculum. First and second grades use A-Z readers to allow students to move past grade level text. They also use novel studies as extended learning opportunities. Third through sixth grade use para/title support to free up classroom teachers for extended learning opportunities.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

Title teachers provide a formal letter to parents notifying them of support their child is receiving. Classroom teachers contact parents by phone or email notifying them of their child's participation in extended learning opportunities.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	9.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

### What impact might this data have on student achievement?

Floyd M. Jewett Elementary has a very intelligent, energetic and enthusiastic staff, who are committed to quality instruction. A large amount of the staff was hired on roughly around the same time. They have become good friends in and out of school. They respect one another's ideas and opinions. This collaboration and enthusiasm has a positive impact on the environment and student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	107.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	197.5

### What impact might this data have on student achievement?

The staff maintains few absences. They have a strong sense of obligation to their students and the school. Their commitment to their job has a positive impact on student achievement.

## **Perception Data - Students**

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

My teacher wants me to learn was the highest area with a ranking of 3.0

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

All of the areas showed a positive trend towards student satisfaction.

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

The lowest area indicated were in two areas ranked at 2.6. The areas are governance and leadership and using results for continuous improvement.

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

We did not see a decreasing trend of students satisfaction, we do not have a previous survey's data to make a comparison.

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

Lack of communication to the students, they may not be aware of everything that we are doing for continuous improvement.

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

Include the students more, ask them how we can improve the school. Have students attend and participate in the school improvement team and process.

## **Perception Data – Parents/Guardians**

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

The overall highest level of satisfaction among parents/guardians is our school's purpose and direction. Parents feel our purpose is clearly focused on student success and that we have established goals and a plan for improving student learning. One parent responded that they love how invested the staff members are in her child's progress. Another parent commented, that the thing they liked best about our school is our friendly environment, how helpful the staff is, and how important student success is.

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

Our school's ability to communicate effectively with parents has been an area that parents have gradually been more satisfied with over time. Our survey indicates that we have achieved an average score of a 4 out of 5 on communicating effectively to parents. Parents commented that some of the things they liked best about our school were open communication with the staff. One parent stated that his child's teacher always lets him know when something is going on. Another parent stated that we have good communication in regards to school activities, reminders, etc...

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

Our school's lowest level of satisfaction among parents/guardians is the section on resources and support systems. We have an average score of a 3.8%. The section that we scored the lowest on was insuring the effective use of financial resources. One parent complaint related to this topic said that they felt we needed more financial funding. Another parent commented that they didn't feel there was much else to be done unless the government increases our per pupil funding. She is not sure why down-state schools receive more funding than we do.

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

Parents showed a declining trend in ensuring that the facilities of our building support student learning. We showed an average score of 3.54. While parents commented that they felt we had a friendly and welcoming staff and positive atmosphere, one felt the building looked dirty and one commented that our lunch menu needed more options. Overall, most parents seemed satisfied with the staff and improvements made to the elementary. There were, however, negative comments in regards to our high school.

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

Parents appear to have taken this last survey thinking it was district wide and not elementary specific. This is indicated by so many written comments pertaining to the high school. Dissatisfaction with the facilities may also have to do with current upgrades being made through an energy efficiency grant that are currently in process.

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

To improve school facilities, we are upgrading bathrooms, lighting, and heating throughout the elementary building. All classrooms will also receive updated mounted technology to be in place by fall 2013. There is a long term goal of creating an elementary science lab and an additional computer lab. Parents dissatisfaction with financial funding is an issue currently being addressed by our school board. The school board is continuing to hold open sessions to communicate funding issues with parents and community. Teachers will continue to do their best regardless of the situation.

## **Perception Data – Teachers/Staff**

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

Teachers and staff, like parents, also feel that we do a wonderful job of establishing our purpose and direction. We had an average score of 4.22. Teachers commented that everyone here is working as a team for the education of children. It was also commented that our principal sets high standards, but supports you in reaching them. Teachers commented that we help each other out with resources to better meet the needs of all our students. That there is a willingness to work towards a common goal of success. Furthermore, they stated, we have an excellent leader (our principal), who genuinely cares about people. One teacher commented "I like being able to work in a professional, supportive environment. Colleagues are encouraging and willing to share. I like that we are continually trying to improve."

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

With an average score of 4.65, teachers/staff show increasing satisfaction with our school's focus on students' success. Teachers indicated we have high standards, improving test scores, and a professionally supportive environment.

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

Teachers/staff indicate their lowest level of satisfaction is in teaching and assessing for learning. Teachers were dissatisfied with our school's lack of providing peer coaching and professional learning for our teachers and staff. Teachers commented that we are not given much time to review and learn new curriculum before we are asked to implement it. Another teacher stated they would like to see high-quality professional teacher development. Moreover, another teacher expressed their wish for training in a new program and make sure teachers have all the materials needed for the new program. Finally, it was stated, "I think our leadership does the best they can to encourage us, but we all feel overwhelmed constantly."

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

Teachers surveyed show a decline in satisfaction in technology and technology support. Teachers stated that there are a lack of funds and training for technology. Multiple teachers stated that they would like to see more support in technology and computers in our current era. One teacher wrote, "Tell the country to start funding education! Get the teachers the technology and the resources we need."

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

Quality leadership in the elementary school, with a representative from each grade level on the school improvement team, has resulted in the staff supporting the school's purpose statement, which focuses on student success: Expect More and Become More. Teachers feel the school is moving in a positive direction due to our aligning of curriculum, our time spent on task and our professional supportive environment. One teacher stated, we have a close knit, family-like environment.

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Trends in dissatisfaction are directly linked to the massive changes in technology over in the recent years, and the lack of funding to stay updated and current. Staff has also indicated dissatisfaction with PD offerings at our ISD.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

NA

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Classroom teachers create and align their assessments to match the common core state standards. Individual teachers utilize instructional strategies that match their personalities and student needs. Administration evaluates classroom instruction and alignment and shares his findings with the staff. Administration and elementary staff are all stakeholders in this process.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

School administration completes walk-throughs and classroom observations where he determines the implementation of CCSS. Classroom teachers post state standards and matching I CAN statements to show alignment.

# **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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.mesick.org/www/mcs_district/site/hosting/AER%20District.pdf">http://www.mesick.org/www/mcs_district/site/hosting/AER%20District.pdf</a>	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA - we do not have 8th grade in the elementary school	

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

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

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

## School Improvement Plan

Floyd M. Jewett Elem. School

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

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Parent Compact

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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**

### **How was the comprehensive needs assessment conducted?**

School improvement team analyzed and discussed several points of data. This data review guided our school improvement plan.

### **What were the results of the comprehensive needs assessment?**

We need to look at closing the gap between our high achieving and low achieving students. It also showed us that we do not have a gender gap and we have a minimal gap with our low socioeconomic students. Vocabulary and fractions need to be addressed across all grade levels at the school.

### **What conclusions were drawn from the results?**

We need to focus on vocabulary and fractions. The need of an implemented writing plan across the school and an aligned professional development plan.

### **What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

The concluded information is that the school is improving and making gains in academic achievement. The community and students see that progress and our encouraged by it. We need to continue to make gains and focus on instructional strategies.

### **How are the school goals connected to priority needs and the needs assessment?**

The school goals are aligned with our needs assessments and our targeted proficiency data.

### **How do the goals portray a clear and detailed analysis of multiple types of data?**

The goals are portrayed clearly and are guided by the use of multiple types of data.

### **How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The goals are focused on the whole school populations and focused on all students including those that maybe disadvantaged.

## **Component 2: Schoolwide Reform Strategies**

**Which strategies in the schoolwide plan focus on helping all students reach the State's standards?**

All strategies in the plan focus on student achievement towards meeting state standards.

**Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?**

Professional development plan. collobation of teachers horizontally and vertically across grade levels, ELA coach (reading specialist) and a math coach.

**Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?**

All of our reasearch based reform strategies with the findings of the needs assessment.

**Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?**

Leveled readers for science and social studies, comprehensive writing focus, reading specialist and math coach.

**Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?**

Reading specialist nad Math Coach in addition to our differentiated instruction.

### **Component 3: Instruction by Highly Qualified Staff**

**Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

Yes

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?**

Yes

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

1 retirement - that will not be replaced.

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

The school has one first year teacher, the other teachers all have experience of 5 years or more. A majority of our teachers fall within the 6-18 years of experience.

**What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?**

None

**What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?**

None

**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**

**What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?**

Reading conferences, aligning curriculum, differentiated instruction

**Describe how this professional development is “sustained and ongoing.”**

We are currently creating a professional development plan that will help us with this.

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

### **How were parents involved in the design of the schoolwide plan?**

Parents served on the school improvement plan. Parents also completed surveys.

### **How were parents involved in the implementation of the schoolwide plan?**

Parents serve on the school improvement team.

### **How were parents involved in the evaluation of the schoolwide plan?**

Through surveys and school improvement team participation.

### **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

### **How is the school carrying out the activities outlined in ESEA Section 1118 (e ) 1-5, 14 and (f )?**

Annual Title 1 parent meeting, Parent Meetings-Communication, Professional Development of staff, Pre-K and K Transitions, partnership with the Junior High, Representation of special groups and populations, Annual parent evaluations

### **How will the parent involvement component of the schoolwide plan be evaluated?**

Annual parent evaluation survey

### **How will the results of the evaluation be used to improve the schoolwide program?**

The results will be analyzed and then suggestions and changes maybe applied.

### **How was the school-parent compact developed?**

Through the school improvemetn team and Title 1 team.

**How is the parent compact used at elementary-level parent teacher conferences?**

Parents and teachers discussed and signed the compact after it was reviewed.

**How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?**

NA

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

Through communication at conferences and through parent phone calls.

## **Component 7: Preschool Transition Strategies**

### **In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?**

Preschool activities and transition strategies include, but are not limited to, a week long kindercamp before the school year begins, where kindergarteners and parents become acclimated to the school environment and expectations. Kindergarten teachers provide individual conferences with parents both during fall conferences and during kindergarten round-up. Kindergarten teachers also provide opportunities with our Becoming a Bulldog and Parent CARES programs. Preschoolers utilize the school gym, cafeteria and playground.

### **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?**

Kindergarten teachers meet with preschool teachers to align preschool curriculum to kindergarten readiness expectations. Preschool teachers participate with kindergarten teachers on kindergarten round-up. Preschool teachers participate in ISD wide trainings.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Grade level, professional learning communities create content specific assessments that are used across grade levels. Teachers re-evaluate assessments and interpret results together. Teachers are included in the design of ISD wide assessments. Teachers are required to maintain a grade level assessment binder that includes assessments they have created or used.

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

Classroom teachers are expected to use assessments as a diagnostic tool, therefore, assessments given should be desegregated, and results used to guide differentiated instruction.

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

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

At the end of the school year, teachers complete an individual student evaluation form to pass on to the next year's teacher. This form includes the student's state test results as well as other academic assessments.

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

Students, who are below grade level, are assessed frequently to monitor individual growth. Areas of academic concern are noted. Students receive interventions based on their specific needs.

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

Through small flexible grouping during the literacy and the math block.

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

**In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?**

The goals drive our plan and implementation of the strategies and activities. The focus of the school is to achieve the goals that are set out to maintain our proficiency ratings.

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Title 1

Title II

Title VI

The monies allotted in Title are all used to help us achieve the goals and are written into the schoolwide and the district plan.

**Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.**

The resources are already used to implement our 10 required schoolwide components. We complete a comprehensive needs assessment and implement school wide reform strategies. The faculty and staff are all highly qualified, we need to implement some strategies to attract highly qualified people to the school. We are in the process of creating a professional development plan. We have a parental involvement plan in place and it will be implemented. Preschool transition strategies are in place. Teachers participate in making assessment decisions. Students are giving additional assistance that are having difficulty mastering the standards. All of our federal, state and local programs are coordinated.

**How does the school coordinate and integrate the following Federal, State and local 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.**

NA

## **Evaluation**

**How does the school evaluate at least annually the implementation of the schoolwide program?**

Through surveys and data analysis.

**How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

We evaluate programs by using the state's annual assessment and look at achievement, proficiency levels and targets. We then look at our program and make decisions based on the data. However, other data pieces are used in addition to the State's annual assessment.

**How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

Based on assessment data and progress monitoring data.

**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?**

Through school improvement team and grade level team meetings.

# **Floyd M. Jewett Elementary School's Improvement Plan 2013-2016**

## Overview

### Plan Name

Floyd M. Jewett Elementary School's Improvement Plan 2013-2016

### 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	Floyd M. Jewett Elementary School's ELA academic achievement on the MEAP or other state assessment will increase by 15% over the next three years.	Objectives: 1 Strategies: 7 Activities: 25	Academic	\$698709
2	Floyd M. Jewett Elementary School's academic achievement on the MEAP math or other state assessments will increase by 15% over the next three years.	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$154166
3	Floyd M. Jewett Elementary School's academic achievement on the MEAP writing or other state assessment will increase by 20% over the next three years.	Objectives: 1 Strategies: 6 Activities: 12	Academic	\$234059
4	Floyd M. Jewett Elementary School's academic achievement on the MEAP science or other state assessment will increase by 25% over the next three years.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$142967
5	Floyd M. Jewett Elementary School's academic achievement on the MEAP Social Studies or other state assessment will increase by 25% over the next three years.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$157967

## Goal 1: Floyd M. Jewett Elementary School's ELA academic achievement on the MEAP or other state assessment will increase by 15% over the next three years.

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in state assessments in English Language Arts by 06/10/2016 as measured by student scores .

### Strategy 1:

Computer Aided Support - To use computer aided instruction to provide support for students throughout the school.

Research Cited: Marzano

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read on-level text to become voracious readers. They will take Accelerated Reader assessments to assess reading fluency and comprehension.	Technology	08/26/2013	06/10/2016	\$5000	Title I Part A	Administration , Classroom Teachers, Technology Director
Activity - Raz-Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz-Kids is an Internet program that provides opportunities for students to practice reading in the classroom and at home. Classroom teachers will provide parents with their child's login and directions to access this online.	Parent Involvement	08/26/2013	06/10/2016	\$3000	Title II Part D	Classroom Teachers, Administration , and Technology Director
Activity - A-Z Readers on Ipads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Ipads to increase their fluency and comprehension through A to Z Readers Leveled Apps. This requires a reading A-Z account in addition to a RAZ-Kids account. A-Z readers will provide on-level text for all students K-5 and 6th grade remediation.	Technology	01/31/2014	06/10/2016	\$3000	Title I Part A	Administration , Classroom Teachers and Technology Director
Activity - Read Naturally	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Floyd M. Jewett Elem. School

Students will use technology to read text at assessed reading levels. Students will be monitored for individual progress and productivity by school staff. This program helps students progress in fluency and comprehension.	Technology	08/26/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers, Administration, Title 1 Reading Teacher and Paraprofessionals, and Technology Director
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Activity - Star Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed by classroom teacher three times a year to guide differentiated instruction and reading levels.	Technology	08/26/2013	06/10/2016	\$2000	Title I Part A	Administration, Technology Director, Classroom Teacher, Title 1 Reading Teacher

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently teaching staff are at varied levels of implementation of technology. Future technology trainings will focus on how to utilize I pads, computer programs, and applications in the classroom to increase student fluency and comprehension growth.	Professional Learning	01/31/2014	06/10/2016	\$0	No Funding Required	Technology Director and Administration

### Strategy 2:

Implement research based strategies - Provide teachers with reading strategies to enhance their classroom effectiveness.

Research Cited: L. Moats

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will observe and evaluate instructional strategies being used by highly qualified staff to improve individual classroom instruction as well as to improve differentiated instruction. Staff will observe purposeful instruction in teaching reading through non-fiction. They will also observe and note purposeful, strategic, and independent reading time.	Professional Learning	01/31/2014	06/10/2016	\$425750	Title I Part A	Administration and Classroom Teachers

Activity - Professional Learning Communities with Instructional Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Based on item analysis, classroom teachers require further instruction in teaching reading strategies, as well as vocabulary and word studies through systematic instruction. Professional development will be provided in these areas. Teachers will be expected to implement the strategies with systematic instruction in the classroom.	Professional Learning	08/25/2014	06/10/2016	\$5000	Title I Part A	Administration , Classroom Teachers, Wexford-Missaukee ISD Instructional Staff
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Activity - Performance Based Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a performance based report that will show areas of concern and mastery for our struggling students. Performance assessment will be given to next year's teacher.	Direct Instruction	08/26/2013	06/10/2016	\$0	No Funding Required	Administration , Title 1 Teacher, Special Education Teachers, & Classroom Teachers

### Strategy 3:

Provide a coach for reading and writing at the upper grades - To offer reading tutoring for students who are below grade level.

Research Cited: Louisa C.Moats, Debbie Diller, FCRR and Marzano

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a reading tutor for students who are performing below grade level expectations. Reading tutors will be available to students during the school day and after school.	Tutoring	08/26/2013	06/10/2016	\$10000	Section 31a	Administration , Classroom Teachers, Paraprofessionals

Activity - Family Curriculum Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/26/2013	06/10/2016	\$2000	Title I Part A	Administration , Classroom Teachers, Paraprofessionals, and Support Staff

### Strategy 4:

Provide additional time to support learning - To use paraprofessionals and a title 1 classroom to provide tutoring during literacy block and RTI times.

Research Cited: "Differentiated Instruction" Carol Ann Tomlinson, Marzano, FCRR, & Cunningham

## School Improvement Plan

Floyd M. Jewett Elem. School

Activity - Title 1 Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a classroom for tutoring during the school day with a highly qualified reading specialist.	Direct Instruction	08/26/2013	06/10/2016	\$63092	Title I Part A	Administration , Title 1 Teacher
Activity - Tutoring during the school day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide tutoring during the school day. Students will be assigned to paraprofessionals based on classroom data. Paraprofessionals will provide direct instruction to match classroom instruction based on individual needs. Paraprofessionals will meet with classroom teachers on a regular basis to assess and evaluate students' unique needs.	Direct Instruction	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Paraprofessionals and Classroom Teachers
Activity - Student Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff and classroom teachers will evaluate students using Star reader, Progress Monitoring, Phonics Screeners, Pre and Post assessments, and DIBELS to identify students who need additional assistance and provide specific interventions. Assessments will also be used to determine exiting criteria.	Policy and Process	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Title 1 Teacher, Classroom Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction to increase reading scores. By differentiating instruction, staff will provide instruction tailored to fit individual students. Staff will use grade level meetings and professional development to increase effectiveness.	Other	08/26/2013	06/10/2016	\$11900	Title I Part A	Administration , Classroom Teachers, Title 1 Teacher
Activity - Focused RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At this time, paraprofessionals, with limited resources and training, are assisting teachers with our below grade level students. Student growth is not meeting school expectations. Therefore, paraprofessionals will receive training in reading instructional strategies and best practices. Classroom teachers will meet with RTI support every 4-5 weeks to re-evaluate student growth, reading data, and the instruction provided by paraprofessionals. This will allow the classroom teacher to have greater control and understanding of the RTI intervention time. It will also provide the paraprofessionals with the skills needed to be effective instructional aides.	Professional Learning	08/26/2013	06/10/2016	\$5000	Title II Part A	Building Administration , Classroom Teachers and Paraprofessionals

### Strategy 5:

Reduce Classroom Instructional Groupings - Providing smaller class sizes will enhance instructional strategies and improve student achievement.

Research Cited: ASCD, NCTE

## School Improvement Plan

Floyd M. Jewett Elem. School

Activity - Provide additional teaching staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Section 31a	Building Administrator

### Strategy 6:

School Social Worker - To use the school social worker to provide support for students and parents throughout the school year.

Research Cited: Marzano, Eaker, & DuFour

Activity - Parenting Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Other	08/26/2013	06/10/2016	\$47066	Title I Part A	School Social Worker

### Strategy 7:

Curriculum Alignment - Teachers will evaluate instructional materials and practices. Teachers will work in PLC teams to align reading instruction to the common core curriculum.

Research Cited: "Curriculum Alignment" by Lorin W. Anderson, Debbie Miller

Activity - Evaluate Basal Reading Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will evaluate reading basals for alignment. Cross grade level teams will identify gaps within phonics instruction. Teachers will perform a gap analysis and come up with resources to fill the gaps.	Direct Instruction	08/26/2013	06/10/2016	\$0	Title I Part A	Classroom Teachers and Administration

Activity - Varied Reading Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will purchase National Geographic science and social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Title I Part A	Administration

Activity - Novel Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will align novel studies across grade levels. Staff will assign text based on flexible reading levels and common core instruction. A master list will be created across grade levels.	Direct Instruction	08/25/2014	06/10/2016	\$5000	Title I Part A	Administration, Classroom Teachers

Activity - Curriculum Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Grade level teachers will create a calendar/year over-view of content to pass along to Special Education teachers and Connection teachers. Special Education Teachers and Connection Teachers will utilize calenders, across subject areas, by extending classroom instruction during their instruction time with students.	Direct Instruction	08/25/2014	06/10/2016	\$0	No Funding Required	Administration , Classroom Teachers, Special Education Teachers, & Connections Teachers
<b>Activity - Writing Units</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade level teams will be given time to create writing units based on MAISA units and grade level trait units. Final product will be aligned to the common core. Classroom teachers will be expected to teach from the final product.	Professional Learning	08/24/2015	06/10/2016	\$5000	Title I Part A	Administration & Classroom Teachers
<b>Activity - Vocabulary and Word Study</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Test results show a gap in vocabulary and word study analysis. Staff will be provided with professional development in vocabulary and word study instruction. They will also be given time to evaluate programs across grade levels. Staff will be expected to provide purposeful and strategic instruction aligned to the common core in both areas. Grade levels will display meaningful word walls.	Professional Learning	08/25/2014	06/10/2016	\$5000	Title II Part A	Administration , Classroom Teachers, Wexford-Missaukee ISD Instructional Staff
<b>Activity - Preschool Transition</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents and to assist in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Title I Part A	Kindergarten teachers, preschool teachers & Administration

## Goal 2: Floyd M. Jewett Elementary School's academic achievement on the MEAP math or other state assessments will increase by 15% over the next three years.

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on the MEAP or other state required assessments. in Mathematics by 06/10/2016 as measured by student scores .

## School Improvement Plan

Floyd M. Jewett Elem. School

### Strategy 1:

Computer Aided Support - To use computer aided instruction to provide support for students throughout the school.

Research Cited: Marzano

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using STAR math three times a year. The program will be used to guide differentiated instruction as well as place them in the online AR math program.	Technology	08/26/2013	06/10/2016	\$10000	Title I Part A	Administration , Classroom Teachers & Technology Director

Activity - AR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed at their math level. They will practice skills and concepts to become fluent in math. AR math will provide students with practice of skills already taught.	Technology	08/26/2013	06/10/2016	\$10000	Title I Part A	Administration , Classroom Teachers & Technology Director

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to utilize IXL online program at home and in the classroom to review skills taught. It will also provide classroom teachers the opportunity to meet individual student needs by assigning below or above skill level activities. Parents will be provided with instructions with how to access IXL from home.	Technology	08/26/2013	06/10/2016	\$2000	Title I Part A	Administration , Classroom Teachers & Technology Director

### Strategy 2:

Remediation to support learning - Provide extra support for struggling students in a small group setting.

Research Cited: Marzano, NCTM, MCTM, ASCD

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide tutoring both during the school day and after school to students who need extra support in math. Students will be identified by classroom assessments and referred by the classroom teacher.	Tutoring	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Classroom Teachers, Paraprofessionals

Activity - Title 1 Math Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Provide a classroom for tutoring during the school day with a highly qualified math instructor. Students will be identified for title 1 math services based on STAR math and specific grade level content criteria. Math instructor will provide instruction in a small group setting and will provide instruction based on grade level content and individual student needs. Students will exit services when they have demonstrated proficiency.	Direct Instruction	08/26/2013	06/10/2016	\$63100	Title I Part A	Administration , Title 1 Math Teacher, Classroom Teachers
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Activity - RTI Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide remediation during the school day based on classroom and title 1 recommendations. Teachers will use classroom assessment results and observations for student grouping and tutoring services. Paraprofessionals will teach specific remediation skills. Flexible groups will be re-evaluated during conferences between paraprofessionals and teachers.	Direct Instruction	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Classroom Teacher, Title 1 Math Teacher and Paraprofessionals

Activity - Focused RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At this time, paraprofessionals, with limited resources and training, are assisting teachers with struggling students. Paraprofessionals will receive training in math instructional strategies and best practices. Paraprofessionals will be expected to implement these strategies when working directly with students. Student growth should be evident based on these changes.	Professional Learning	08/26/2013	06/10/2016	\$5000	Title II Part A	Building Administration , Classroom Teachers and Paraprofessionals

### Strategy 3:

Parent Support - Elementary staff will provide parents with instruction in how to support their student at home.

Research Cited: Marzano

Activity - Parent Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with after school training to assist them in supporting their child at home.	Parent Involvement	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Classroom Teacher & Title 1 Teacher

Activity - Family Curriculum Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to participate in a math curriculum night where they will be provided with ideas and support to give extra assistance at home.	Parent Involvement	08/26/2013	06/10/2016	\$0	Title I Part A	Administration , Classroom Teachers & Title 1 Teacher

## School Improvement Plan

Floyd M. Jewett Elem. School

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents and to assist in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Title I Part A	Kindergarten teachers, preschool teachers & Administration

### Strategy 4:

Curriculum Support - Administration will provide time and materials to staff to support them in being highly effective instructors in math.

Research Cited: Marzano, Debbie Diller

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided funds to buy hands-on manipulatives for both whole group instruction and math workstations. They will be given time to create and implement them in the classroom.	Direct Instruction	08/25/2014	06/10/2016	\$10000	Title I Part A	Administration, Classroom Teachers and Title 1 Teacher

Activity - Textbook Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New textbooks will be determined based on common core curriculum. Professional development will be provided on how to implement new curriculum in the classroom. Performance based assessments will be utilized to show student growth and guide differentiated instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	Title I Part C	Administration, Classroom Teachers and Title 1 Teacher

### Strategy 5:

Reduce Classroom Instructional Groupings - Provide additional staff to reduce class size to enhance instruction.

Research Cited: ASCD, NCTM, MCTM

Activity - Provide additional teaching staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional staff to enhance instruction in small class groupings.	Direct Instruction	08/26/2013	06/10/2016	\$0	Title I Part A	Building Administrator

### Strategy 6:

School Social Worker - To use the school social worker to provide support to students and to parents throughout the school year.

Research Cited: Marzano, Eaker and DuFour

## School Improvement Plan

Floyd M. Jewett Elem. School

Activity - School Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parenting and curriculum classes for parents throughout the school year. Classes will be based on input from parents, evaluation of the school improvement plan and the parent compact.	Other	08/26/2013	06/10/2016	\$47066	Title I Part A	School Social Worker and Administration

### Goal 3: Floyd M. Jewett Elementary School's academic achievement on the MEAP writing or other state assessment will increase by 20% over the next three years.

#### Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in state assessments in Writing in English Language Arts by 06/10/2016 as measured by student scores .

#### Strategy 1:

Implement research based strategies - Provide teachers with writing strategies to enhance their classroom effectiveness.

Research Cited: 6+1 Traits Research by Ruth Culham, Research by Lucy Calkins

Activity - PLC Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will use aligned writing rubrics to assess writing growth. Teams will use student samples to determine consistency in grading across classrooms. Student samples will be kept in grade level curriculum binders.	Direct Instruction	08/25/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will observe and evaluate instructional strategies being used by highly qualified staff to improve individual classroom instruction as well as to improve their use of conferencing during writer's workshop. Staff will observe purposeful instruction in writing.	Professional Learning	01/31/2014	06/10/2016	\$3000	Title I Part A	Building Administration & Classroom Teachers

Activity - Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display word walls pertaining to special vocabulary or high-frequency words. Students will use these words as needed in their daily writing.	Implementation	08/26/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - Master Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Highly qualified teachers will create master writing lessons. The highly qualified instructor will demonstrate these lessons by teaching fellow colleagues' class. The primary classroom teacher will observe the lesson and note ways they can improve their classroom writing instruction.	Professional Learning	01/31/2014	06/10/2016	\$2000	Title I Part A	Building Administrator & Classroom Teachers
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Activity - Writing Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will be given time to create writing units based on MAISA units and grade level trait units. Final product will be aligned to the common core. Classroom teachers will be expected to teach from the final product. Teachers will be provided with support from an ISD consultant or other coaching assistant. Teachers will include purposeful and systematic grammar instruction in their units.	Direct Instruction	01/31/2014	06/10/2016	\$5000	Title II Part A	Building Administrator, Classroom Teacher, ISD Consultant

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Currently, teaching staff is utilizing writer's workshop at a variety of levels of effectiveness. All teaching staff will receive professional development on the writer's workshop approach. K-4 will receive a refresher course that utilizes videos of writer's workshop in progress. Grades 5-6 and new staff will receive an in-depth study of the implementation of the writer's workshop. Staff will be expected to utilize writer's workshop during writing instruction.	Professional Learning	08/26/2013	06/10/2016	\$0	Title II Part A	Building Administrator, Wexford-Missaukee ISD Teacher Consultant, Classroom Teachers

### Strategy 2:

Reduce Classroom Instructional Groupings - Providing smaller class sizes will enhance instructional strategies and improve student achievement.

Research Cited: ASCD, NCTE

Activity - Provide additional teaching staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Section 31a	Building Administrator

### Strategy 3:

School Social Worker - To use the school social worker to provide support for students and parents throughout the school year.

Research Cited: Marzano, Eaker, & DuFour

Activity - Parenting Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Other	08/26/2013	06/10/2016	\$47066	Title I Part A	School Social Worker

## School Improvement Plan

Floyd M. Jewett Elem. School

### Strategy 4:

Provide a coach for writing at the upper grades - To offer writing tutoring for students who are below grade level.

Research Cited: 6+1 Traits with Ruth Culham, Lucy Calkins, and Marzano

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a writing tutor for students who are performing below grade level expectations. Writing tutors will be available to students during the school day and after school.	Tutoring	08/26/2013	06/10/2016	\$10000	Section 31a	Administration , Classroom Teachers and Paraprofessionals

### Strategy 5:

Provide additional time to support learning - To use paraprofessionals, title 1 classroom and differentiated instruction to provide tutoring during RTI times and the writing block.

Research Cited: "Differentiated Instruction: Carol Ann Tomlinson, Marzano, Lucy Calkins

Activity - Title 1 Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a classroom for tutoring during the school day with a highly qualified teacher.	Direct Instruction	08/26/2013	06/10/2016	\$63092	Title I Part A	Administration , Title 1 Teacher

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will differentiate instruction to increase writing scores. By differentiating instruction, staff will provide instruction tailored to fit individual students. Staff will use professional development in writing conferencing to increase effectiveness.	Direct Instruction	08/26/2013	06/10/2016	\$11900	Title I Part A	Administration , Classroom Teachers, Title 1 Teacher

### Strategy 6:

Kindergarten Readiness - By providing incoming kindergarteners and their parents with curriculum support, students will be better prepared for upcoming expectations.

Research Cited: Marzano, NAEYC

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents to assist them in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Title I Part A	Kindergarten teachers, preschool teachers & Administration
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### **Goal 4: Floyd M. Jewett Elementary School's academic achievement on the MEAP science or other state assessment will increase by 25% over the next three years.**

#### **Measurable Objective 1:**

A 25% increase of All Students will demonstrate a proficiency in state assessments in Science by 06/10/2016 as measured by student scores.

#### **Strategy 1:**

School Social Worker - Use the school social worker to provide support for students and parents throughout the school year.

Research Cited: Marzano, Eaker, DuFour

Activity - Parenting Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Parent Involvement	08/26/2013	06/10/2016	\$47066	Title I Part A	School Social Worker

#### **Strategy 2:**

Reduce Classroom Instructional Groupings - Providing smaller class sizes will enhance instructional strategies and improve student achievement.

Research Cited: ASCD, NCTE

Activity - Provide additional teaching staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Section 31a	Building Administrator

#### **Strategy 3:**

Curriculum Support - Teachers will evaluate classroom instruction and curriculum. Administration will provide time and materials to staff to support them in being highly effective instructors in science.

Research Cited: Marzano, Debbie Diller, Debbie Miller

## School Improvement Plan

Floyd M. Jewett Elem. School

Activity - Hands On Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with the resources necessary to utilize hands on instruction in science. A science lab will be created and provided for all grade levels. Teachers will be encouraged to utilize the materials and lab in order to provide highly effective instruction.	Direct Instruction	08/24/2015	06/10/2016	\$0	Title I Part A	Building Administrator & Classroom Teachers
Activity - Varied Reading Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will purchase National Geographic science and social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Title I Part A	Administration
Activity - Professional Learning Communities with Instructional Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time to align science curriculum with the common core. Teachers will be given time to create lesson as needed. Grade level teams will create pre and post assessments. A copy will be available in their grade level binder. Assessments will be used to determine student growth and effectiveness of classroom instruction. Science content maps will be provided to special education and connection teachers to enhance instruction outside of the classroom.	Professional Learning	08/25/2014	06/10/2016	\$0	Title I Part A	Building Administration, Classroom Teachers, Special Education Teachers, Connection Teachers, ISD consultant
Activity - Family Curriculum Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/25/2014	06/10/2016	\$2000	Title I Part A	Administration, Classroom Teachers, Paraprofessionals, and Support Staff

### Strategy 4:

Implement research based strategies - Provide teachers with strategies to enhance their classroom effectiveness.

Research Cited: Marzano

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide purposeful and systematic instruction on content specific vocabulary words.	Direct Instruction	08/26/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers
Activity - Posting Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Floyd M. Jewett Elem. School

Teachers will be expected to post science I CAN statements, common core standards and focus questions. Teachers will be expected to reference these in order to enhance quality instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers and Building Administrator
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### Goal 5: Floyd M. Jewett Elementary School's academic achievement on the MEAP Social Studies or other state assessment will increase by 25% over the next three years.

#### Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency on the MEAP or other state required assessments in Social Studies by 06/10/2016 as measured by student scores.

#### Strategy 1:

School Social Worker - To use the school social worker to provide support for students and parents throughout the school year.

Research Cited: Marzano, Eaker & DuFour

Activity - Parenting Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Parent Involvement	08/26/2013	06/10/2016	\$47066	Title I Part C	School Social Worker

#### Strategy 2:

Reduce Classroom Instructional Groupings - Providing smaller class sizes will enhance instructional strategies and improve student achievement.

Research Cited: ASCD, NCTE

Activity - Provide additional teaching staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Section 31a	Building Administrator

#### Strategy 3:

Computer Aided Instruction - To use computer aided instruction in order to provide students with a greater understanding of social studies content.

Research Cited: Marzano

Activity - Technology Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Teachers will utilize technology as a resource to enhance highly effective instruction. Teachers will be able to access the internet in a manner that displays it to the entire class. This will allow teachers to hit current events in all grade levels as well as allow students to visualize elements of social studies.	Technology	08/26/2013	06/10/2016	\$0	No Funding Required	Technology director, Administration, Classroom Teacher
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### Strategy 4:

Implement research based strategies - Provide teachers with social studies strategies to enhance their classroom effectiveness.

Research Cited: Marzano

Activity - Posting Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be expected to post social studies I CAN statements, common core standards and focus questions. Teachers will be expected to reference these in order to enhance quality instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	No Funding Required	Administration & Classroom Teachers

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide purposeful and systematic instruction on content specific vocabulary words.	Direct Instruction	08/26/2013	06/10/2016	\$0	No Funding Required	Classroom Teachers & Administration

### Strategy 5:

Curriculum Support - Administration will provide time and materials to staff to support them in being highly effective instructors in social studies.

Research Cited: Marzano, Debbie Diller

Activity - Family Curriculum Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/24/2015	06/10/2016	\$2000	Title I Part A	Administration, Classroom Teachers, Paraprofessionals, and Support Staff.

Activity - Varied Reading Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will purchase National Geographic social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Title I Part A	Administration

Activity - Content Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Floyd M. Jewett Elem. School

Administration will provide classrooms with wall hanging maps relating to grade level content. Teachers will utilize maps to enhance quality instruction.	Direct Instruction	08/24/2015	06/10/2016	\$10000	Title I Part A	Administration & Classroom Teachers
<b>Activity - Professional Learning Communities with Instructional Consultant</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be provided time to align social studies curriculum with the common core. Teachers will be given time to create lesson as needed. Grade level teams will create pre and post assessments. A copy will be available in their grade level binder. Assessments will be used to determine student growth and effectiveness of classroom instruction. Social studies content maps will be provided to special education and connection teachers to enhance instruction outside of the classroom.	Direct Instruction	01/31/2015	06/10/2016	\$5000	Title I Part A	Administration , Classroom Teachers, Exford-Missaukee ISD Instructional Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Instruction	Teachers will provide purposeful and systematic instruction on content specific vocabulary words.	Direct Instruction	08/26/2013	06/10/2016	\$0	Classroom Teachers
Posting Standards	Teachers will be expected to post social studies I CAN statements, common core standards and focus questions. Teachers will be expected to reference these in order to enhance quality instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	Administration & Classroom Teachers
Curriculum Calendar	Grade level teachers will create a calendar/year over-view of content to pass along to Special Education teachers and Connection teachers. Special Education Teachers and Connection Teachers will utilize calenders, across subject areas, by extending classroom instruction during their instruction time with students.	Direct Instruction	08/25/2014	06/10/2016	\$0	Administration, Classroom Teachers, Special Education Teachers, & Connections Teachers
Vocabulary Instruction	Teachers will provide purposeful and systematic instruction on content specific vocabulary words.	Direct Instruction	08/26/2013	06/10/2016	\$0	Classroom Teachers & Administration
Read Naturally	Students will use technology to read text at assessed reading levels. Students will be monitored for individual progress and productivity by school staff. This program helps students progress in fluency and comprehension.	Technology	08/26/2013	06/10/2016	\$0	Classroom Teachers, Administration, Title 1 Reading Teacher and Paraprofessionals, and Technology Director
Performance Based Assessment	Teachers will create a performance based report that will show areas of concern and mastery for our struggling students. Performance assessment will be given to next year's teacher.	Direct Instruction	08/26/2013	06/10/2016	\$0	Administration, Title 1 Teacher, Special Education Teachers, & Classroom Teachers

## School Improvement Plan

Floyd M. Jewett Elem. School

Technology Training	Currently teaching staff are at varied levels of implementation of technology. Future technology trainings will focus on how to utilize Ipads, computer programs, and applications in the classroom to increase student fluency and comprehension growth.	Professional Learning	01/31/2014	06/10/2016	\$0	Technology Director and Administration
PLC Evaluations	Grade level teams will use aligned writing rubrics to assess writing growth. Teams will use student samples to determine consistency in grading across classrooms. Student samples will be kept in grade level curriculum binders.	Direct Instruction	08/25/2014	06/10/2016	\$0	Classroom Teachers
Technology Connections	Teachers will utilize technology as a resource to enhance highly effective instruction. Teachers will be able to access the internet in a manner that displays it to the entire class. This will allow teachers to hit current events in all grade levels as well as allow students to visualize elements of social studies.	Technology	08/26/2013	06/10/2016	\$0	Technology director, Administration, Classroom Teacher
Word Walls	Teachers will display word walls pertaining to special vocabulary or high-frequency words. Students will use these words as needed in their daily writing.	Implementation	08/26/2013	06/10/2016	\$0	Classroom Teachers
Posting Standards	Teachers will be expected to post science I CAN statements, common core standards and focus questions. Teachers will be expected to reference these in order to enhance quality instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	Classroom Teachers and Building Administrator
<b>Total</b>					\$0	

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parenting Classes	Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Parent Involvement	08/26/2013	06/10/2016	\$47066	School Social Worker
Textbook Alignment	New textbooks will be determined based on common core curriculum. Professional development will be provided on how to implement new curriculum in the classroom. Performance based assessments will be utilized to show student growth and guide differentiated instruction.	Direct Instruction	08/26/2013	06/10/2016	\$0	Administration, Classroom Teachers and Title 1 Teacher
<b>Total</b>					\$47066	

### Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide additional teaching staff	Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Building Administrator

## School Improvement Plan

Floyd M. Jewett Elem. School

Provide additional teaching staff	Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Building Administrator
Provide additional teaching staff	Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Building Administrator
Tutoring	Provide a writing tutor for students who are performing below grade level expectations. Writing tutors will be available to students during the school day and after school.	Tutoring	08/26/2013	06/10/2016	\$10000	Administration, Classroom Teachers and Paraprofessionals
Tutoring	Provide a reading tutor for students who are performing below grade level expectations. Reading tutors will be available to students during the school day and after school.	Tutoring	08/26/2013	06/10/2016	\$10000	Administration, Classroom Teachers, Paraprofessionals
Provide additional teaching staff	Provide additional teaching staff to reduce classroom instructional groupings.	Other	08/26/2013	06/10/2016	\$85001	Building Administrator
<b>Total</b>					<b>\$360004</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Currently, teaching staff is utilizing writer's workshop at a variety of levels of effectiveness. All teaching staff will receive professional development on the writer's workshop approach. K-4 will receive a refresher course that utilizes videos of writer's workshop in progress. Grades 5-6 and new staff will receive an in-depth study of the implementation of the writer's workshop. Staff will be expected to utilize writer's workshop during writing instruction.	Professional Learning	08/26/2013	06/10/2016	\$0	Building Administrator, Wexford-Missaukee ISD Teacher Consultant, Classroom Teachers
Vocabulary and Word Study	Test results show a gap in vocabulary and word study analysis. Staff will be provided with professional development in vocabulary and word study instruction. They will also be given time to evaluate programs across grade levels. Staff will be expected to provide purposeful and strategic instruction aligned to the common core in both areas. Grade levels will display meaningful word walls.	Professional Learning	08/25/2014	06/10/2016	\$5000	Administration, Classroom Teachers, Wexford-Missaukee ISD Instructional Staff

## School Improvement Plan

Floyd M. Jewett Elem. School

Focused RTI	At this time, paraprofessionals, with limited resources and training, are assisting teachers with our below grade level students. Student growth is not meeting school expectations. Therefore, paraprofessionals will receive training in reading instructional strategies and best practices. Classroom teachers will meet with RTI support every 4-5 weeks to re-evaluate student growth, reading data, and the instruction provided by paraprofessionals. This will allow the classroom teacher to have greater control and understanding of the RTI intervention time. It will also provide the paraprofessionals with the skills needed to be effective instructional aides.	Professional Learning	08/26/2013	06/10/2016	\$5000	Building Administration, Classroom Teachers and Paraprofessionals
Focused RTI	At this time, paraprofessionals, with limited resources and training, are assisting teachers with struggling students. Paraprofessionals will receive training in math instructional strategies and best practices. Paraprofessionals will be expected to implement these strategies when working directly with students. Student growth should be evident based on these changes.	Professional Learning	08/26/2013	06/10/2016	\$5000	Building Administration, Classroom Teachers and Paraprofessionals
Writing Units	Grade level teams will be given time to create writing units based on MAISA units and grade level trait units. Final product will be aligned to the common core. Classroom teachers will be expected to teach from the final product. Teachers will be provided with support from an ISD consultant or other coaching assistant. Teachers will include purposeful and systematic grammar instruction in their units.	Direct Instruction	01/31/2014	06/10/2016	\$5000	Building Administrator, Classroom Teacher, ISD Consultant
<b>Total</b>					<b>\$20000</b>	

### Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Raz-Kids	Raz-Kids is an Internet program that provides opportunities for students to practice reading in the classroom and at home. Classroom teachers will provide parents with their child's login and directions to access this online.	Parent Involvement	08/26/2013	06/10/2016	\$3000	Classroom Teachers, Administration, and Technology Director
<b>Total</b>					<b>\$3000</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Floyd M. Jewett Elem. School

Hands On Science	Teachers will be provided with the resources necessary to utilize hands on instruction in science. A science lab will be created and provided for all grade levels. Teachers will be encouraged to utilize the materials and lab in order to provide highly effective instruction.	Direct Instruction	08/24/2015	06/10/2016	\$0	Building Administrator & Classroom Teachers
Professional Learning Communities with Instructional Consultant	Teachers will be provided time to align science curriculum with the common core. Teachers will be given time to create lesson as needed. Grade level teams will create pre and post assessments. A copy will be available in their grade level binder. Assessments will be used to determine student growth and effectiveness of classroom instruction. Science content maps will be provided to special education and connection teachers to enhance instruction outside of the classroom.	Professional Learning	08/25/2014	06/10/2016	\$0	Building Administration, Classroom Teachers, Special Education Teachers, Connection Teachers, ISD consultant
Parenting Classes	Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Parent Involvement	08/26/2013	06/10/2016	\$47066	School Social Worker
Title 1 Classroom	Provide a classroom for tutoring during the school day with a highly qualified teacher.	Direct Instruction	08/26/2013	06/10/2016	\$63092	Administration, Title 1 Teacher
Parenting Classes	Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Other	08/26/2013	06/10/2016	\$47066	School Social Worker
Master Lessons	Highly qualified teachers will create master writing lessons. The highly qualified instructor will demonstrate these lessons by teaching fellow colleagues' class. The primary classroom teacher will observe the lesson and note ways they can improve their classroom writing instruction.	Professional Learning	01/31/2014	06/10/2016	\$2000	Building Administrator & Classroom Teachers
Conferencing	Staff will differentiate instruction to increase writing scores. By differentiating instruction, staff will provide instruction tailored to fit individual students. Staff will use professional development in writing conferencing to increase effectiveness.	Direct Instruction	08/26/2013	06/10/2016	\$11900	Administration, Classroom Teachers, Title 1 Teacher
Novel Studies	Staff will align novel studies across grade levels. Staff will assign text based on flexible reading levels and common core instruction. A master list will be created across grade levels.	Direct Instruction	08/25/2014	06/10/2016	\$5000	Administration, Classroom Teachers

# School Improvement Plan

Floyd M. Jewett Elem. School

Preschool Transition	Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents and to assist in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Kindergarten teachers, preschool teachers & Administration
Family Curriculum Night	Families will be invited to participate in a math curriculum night where they will be provided with ideas and support to give extra assistance at home.	Parent Involvement	08/26/2013	06/10/2016	\$0	Administration, Classroom Teachers & Title 1 Teacher
Family Curriculum Night	Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/26/2013	06/10/2016	\$2000	Administration, Classroom Teachers, Paraprofessionals, and Support Staff
Tutoring during the school day	Paraprofessionals will provide tutoring during the school day. Students will be assigned to paraprofessionals based on classroom data. Paraprofessionals will provide direct instruction to match classroom instruction based on individual needs. Paraprofessionals will meet with classroom teachers on a regular basis to assess and evaluate students' unique needs.	Direct Instruction	08/26/2013	06/10/2016	\$0	Administration, Paraprofessionals and Classroom Teachers
Peer Observations	Classroom teachers will observe and evaluate instructional strategies being used by highly qualified staff to improve individual classroom instruction as well as to improve differentiated instruction. Staff will observe purposeful instruction in teaching reading through non-fiction. They will also observe and note purposeful, strategic, and independent reading time.	Professional Learning	01/31/2014	06/10/2016	\$425750	Administration and Classroom Teachers
Professional Learning Communities with Instructional Consultant	Based on item analysis, classroom teachers require further instruction in teaching reading strategies, as well as vocabulary and word studies through systematic instruction. Professional development will be provided in these areas. Teachers will be expected to implement the strategies with systematic instruction in the classroom.	Professional Learning	08/25/2014	06/10/2016	\$5000	Administration, Classroom Teachers, Wexford-Missaukee ISD Instructional Staff
AR Math	Students will be placed at their math level. They will practice skills and concepts to become fluent in math. AR math will provide students with practice of skills already taught.	Technology	08/26/2013	06/10/2016	\$10000	Administration, Classroom Teachers & Technology Director

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Tutoring	The school will provide tutoring both during the school day and after school to students who need extra support in math. Students will be identified by classroom assessments and referred by the classroom teacher.	Tutoring	08/26/2013	06/10/2016	\$0	Administration, Classroom Teachers, Paraprofessionals
Peer Observations	Classroom teachers will observe and evaluate instructional strategies being used by highly qualified staff to improve individual classroom instruction as well as to improve their use of conferencing during writer's workshop. Staff will observe purposeful instruction in writing.	Professional Learning	01/31/2014	06/10/2016	\$3000	Building Administration & Classroom Teachers
Title 1 Classroom	Provide a classroom for tutoring during the school day with a highly qualified reading specialist.	Direct Instruction	08/26/2013	06/10/2016	\$63092	Administration, Title 1 Teacher
RTI Support	Paraprofessionals will provide remediation during the school day based on classroom and title 1 recommendations. Teachers will use classroom assessment results and observations for student grouping and tutoring services. Paraprofessionals will teach specific remediation skills. Flexible groups will be re-evaluated during conferences between paraprofessionals and teachers.	Direct Instruction	08/26/2013	06/10/2016	\$0	Administration, Classroom Teacher, Title 1 Math Teacher and Paraprofessionals
Instructional Materials	Teachers will be provided funds to buy hands-on manipulatives for both whole group instruction and math workstations. They will be given time to create and implement them in the classroom.	Direct Instruction	08/25/2014	06/10/2016	\$10000	Administration, Classroom Teachers and Title 1 Teacher
Family Curriculum Night	Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/25/2014	06/10/2016	\$2000	Administration, Classroom Teachers, Paraprofessionals, and Support Staff
Student Assessments	Title 1 staff and classroom teachers will evaluate students using Star reader, Progress Monitoring, Phonics Screeners, Pre and Post assessments, and DIBELS to identify students who need additional assistance and provide specific interventions. Assessments will also be used to determine exiting criteria.	Policy and Process	08/26/2013	06/10/2016	\$0	Administration, Title 1 Teacher, Classroom Teachers
Title 1 Math Teacher	Provide a classroom for tutoring during the school day with a highly qualified math instructor. Students will be identified for title 1 math services based on STAR math and specific grade level content criteria. Math instructor will provide instruction in a small group setting and will provide instruction based on grade level content and individual student needs. Students will exit services when they have demonstrated proficiency.	Direct Instruction	08/26/2013	06/10/2016	\$63100	Administration, Title 1 Math Teacher, Classroom Teachers

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Family Curriculum Night	Staff will provide exposure of content expectations through activity-based instruction. Families will be able to participate and utilize instructional tools at home.	Parent Involvement	08/24/2015	06/10/2016	\$2000	Administration, Classroom Teachers, Paraprofessionals, and Support Staff.
Professional Learning Communities with Instructional Consultant	Teachers will be provided time to align social studies curriculum with the common core. Teachers will be given time to create lesson as needed. Grade level teams will create pre and post assessments. A copy will be available in their grade level binder. Assessments will be used to determine student growth and effectiveness of classroom instruction. Social studies content maps will be provided to special education and connection teachers to enhance instruction outside of the classroom.	Direct Instruction	01/31/2015	06/10/2016	\$5000	Administration, Classroom Teachers, Exford-Missaukee ISD Instructional Staff
A-Z Readers on Ipads	Students will use Ipads to increase their fluency and comprehension through A to Z Readers Leveled Apps. This requires a reading A-Z account in addition to a RAZ-Kids account. A-Z readers will provide on-level text for all students K-5 and 6th grade remediation.	Technology	01/31/2014	06/10/2016	\$3000	Administration, Classroom Teachers and Technology Director
Evaluate Basal Reading Unit	Grade level teams will evaluate reading basals for alignment. Cross grade level teams will identify gaps within phonics instruction. Teachers will perform a gap analysis and come up with resources to fill the gaps.	Direct Instruction	08/26/2013	06/10/2016	\$0	Classroom Teachers and Administration
Varied Reading Materials	Administration will purchase National Geographic social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Administration
Accelerated Reader	Students will read on-level text to become voracious readers. They will take Accelerated Reader assessments to assess reading fluency and comprehension.	Technology	08/26/2013	06/10/2016	\$5000	Administration, Classroom Teachers, Technology Director
Preschool Transition	Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents to assist them in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Kindergarten teachers, preschool teachers & Administration
Varied Reading Materials	Administration will purchase National Geographic science and social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Administration
Provide additional teaching staff	Provide additional staff to enhance instruction in small class groupings.	Direct Instruction	08/26/2013	06/10/2016	\$0	Building Administrator

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Differentiated Instruction	Staff will differentiate instruction to increase reading scores. By differentiating instruction, staff will provide instruction tailored to fit individual students. Staff will use grade level meetings and professional development to increase effectiveness.	Other	08/26/2013	06/10/2016	\$11900	Administration , Classroom Teachers, Title 1 Teacher
Star Reader	Students will be assessed by classroom teacher three times a year to guide differentiated instruction and reading levels.	Technology	08/26/2013	06/10/2016	\$2000	Administration , Technology Director, Classroom Teacher, Title 1 Reading Teacher
Varied Reading Materials	Administration will purchase National Geographic science and social studies leveled readers to support classroom instruction in non-fiction text.	Other	08/26/2013	06/10/2016	\$8900	Administration
IXL Math	Students will be able to utilize IXL online program at home and in the classroom to review skills taught. It will also provide classroom teachers the opportunity to meet individual student needs by assigning below or above skill level activities. Parents will be provided with instructions with how to access IXL from home.	Technology	08/26/2013	06/10/2016	\$2000	Administration , Classroom Teachers & Technology Director
School Social Worker	Provide parenting and curriculum classes for parents throughout the school year. Classes will be based on input from parents, evaluation of the school improvement plan and the parent compact.	Other	08/26/2013	06/10/2016	\$47066	School Social Worker and Administration
Parent Tutoring	Parents will be provided with after school training to assist them in supporting their child at home.	Parent Involvement	08/26/2013	06/10/2016	\$0	Administration , Classroom Teacher & Title 1 Teacher
Writing Units	Grade level teams will be given time to create writing units based on MAISA units and grade level trait units. Final product will be aligned to the common core. Classroom teachers will be expected to teach from the final product.	Professional Learning	08/24/2015	06/10/2016	\$5000	Administration & Classroom Teachers
Parenting Classes	Provide parenting classes during the school year to assist with parenting and curriculum. Parenting classes will be determined by input from parents, evaluation of the school improvement plan, and parent compact.	Other	08/26/2013	06/10/2016	\$47066	School Social Worker
Content Maps	Administration will provide classrooms with wall hanging maps relating to grade level content. Teachers will utilize maps to enhance quality instruction.	Direct Instruction	08/24/2015	06/10/2016	\$10000	Administration & Classroom Teachers
Star Math	Students will be assessed using STAR math three times a year. The program will be used to guide differentiated instruction as well as place them in the online AR math program.	Technology	08/26/2013	06/10/2016	\$10000	Administration , Classroom Teachers & Technology Director

**School Improvement Plan**

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Preschool Transition	Kindergarten teachers will provide incoming kindergarteners and their parents with specific information regarding kindergarten curriculum and expectations. Activities include: Kindercamp, kindergarten visitation & becoming a bulldog. Parents will receive additional training through parent CARES and individual counseling provided at kindergarten round-up. Preschool teachers and kindergarten teachers will continue to meet regarding kindergarten curriculum and expectations. They will be sure to provide information to preschool parents and to assist in enhancing preschool instruction.	Parent Involvement	08/26/2013	06/10/2016	\$7000	Kindergarten teachers, preschool teachers & Administration
<b>Total</b>					<b>\$957798</b>	