



School Improvement Plan

Comstock Elementary School

Comstock Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The conducting of our Comprehensive Needs Assessment began in the month of April, when the School Improvement Chair conducted our on-line School Improvement Survey to gather perception data from our parents, teachers, and students. Teachers completed the survey from their classrooms, parents completed the survey during parent/teacher conferences and/or from home, and students completed the survey in class. The survey requested feedback on issues such as whether the staff has high academic standards, whether the staff provides quality instruction in reading and math, whether staff make decisions based on student achievement data and work to meet individual students' needs, whether student goal-setting and learning the 7 Habits of Highly Effective People increases student achievement, and whether students feel they are treated fairly when they have difficulty following school rules.

On May 7th, the School Health Team conducted the Healthy School Action Tools (HSAT) Core Assessment to assess our Health/Physical Education program.

Next, teachers met in PLC the week of May 13, 2018 to begin completing the School Data Analysis. While completing the School Data Analysis, teachers gathered and analyzed student demographic data, student achievement data, and perception data. The demographic data was analyzed to determine any challenges posed by our student enrollment and attendance. The achievement data was analyzed to determine any gaps in achievement for each of our sub-group populations and any trends in performance. The perception data was analyzed to determine any challenges identified that were common among all stakeholders: parents, teachers, and students.

On May 20th, the results of our School Improvement Survey and School Data Analysis, including areas for improvement, were shared with the entire staff and parents; and suggestions for school improvement goals, objectives, strategies, and activities were shared and solicited for the 2019-20 school year. Any suggestions that required changes to the School Improvement Plan draft were addressed prior to submitting the School Improvement Plan.

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

Perception Data:

According to the students' responses to our School Improvement Survey over the past 3 years, the area showing a positive trend toward increasing student satisfaction is the opinion that teachers talk to students about their learning goals and give students strategies to achieve them. The area showing a trend toward decreasing student satisfaction is believing having students use data binders to set goals and monitor their progress improves student achievement.

According to the parents' responses to our School Improvement Survey over the past 3 years, the area showing a positive trend toward increasing parent satisfaction is how teachers hold all students to high academic standards. The area showing a trend toward decreasing parent satisfaction is the opinion that teachers talk to students about their learning goals and give students strategies to achieve them.

According to the teachers' responses to our School Improvement Survey over the past 3 years, the area showing a positive trend toward increasing teacher satisfaction is the opinion that students who live the 7 Habits of Highly Effective People and see themselves as leaders

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will be more likely to achieve academically and lead successful lives as adults. The area showing a trend toward decreasing staff satisfaction is believing having students use data binders to set goals and monitor their progress improves student achievement.

According to the School Health Team's responses on the Healthy School Action Tools (HSAT) Core Assessment, there is a need for a health education curriculum that reflects current research on all the characteristics of effective health education curricula.

As a result of analyzing perception data, we concluded that we will help our students learn the 7 Habits of Highly Effective People so that they can become more proactive and take more responsibility for their behavior and learning. We will continue to communicate our school-wide behavior expectations and provide students with the support they need to be successful. We will implement Michigan Model for Health.

Student Achievement Data:

Regarding student achievement, our State Testing data indicates a negative trend in proficiency in all grades and all subjects.

Third Grade Reading: Spring 2015 (18% proficient), Spring 2016 (19.7% proficient), Spring 2017 (27.1% proficient), Spring 2018 (12.7% proficient).

Third Grade Math: Spring 2015 (32.7% proficient), Spring 2016 (14.5% proficient), Spring 2017 (23.7% proficient), Spring 2018 (12.9% proficient)

Fourth Grade Reading: Spring 2015 (34.7% proficient), Spring 2016 (26.7% proficient), Spring 2017 (26.2% proficient), Spring 2018 (25% proficient)

Fourth Grade Math: Spring 2015 (30% proficient), Spring 2016 (22.2% proficient), Spring 2017 (28.6% proficient), Spring 2018 (21.4% proficient)

School Overall Index: Spring 2017 (68.84), Spring 2018 (51.91)

School Growth Index: Spring 2017 (82.66), Spring 2018 (56.22)

School Proficiency Index: Spring 2017 (50.22), Spring 2018 (35.65)

In math, the percentage of our Students with Disabilities among the bottom 30% of students decreased from 78.6% in 2015-16 to 13.3% in 2017-18. The percentage of our Economically Disadvantaged students among the bottom 30% of students increased from 31.8% in 2015-16 to 34.8% in 2017-18.

In ELA, the percentage of our Students with Disabilities among the bottom 30% of students decreased from 71.4% in 2015-16 to 28.6% in 2017-18. The percentage of our Economically Disadvantaged students among the bottom 30% of students increased from 31.8% in 2015-16. 32.6% in 2017-18.

A subscore analysis of our M-STEP ELA performance reveals the percentage of third grade students making adequate progress on the reading portion has decreased from 8% in 2014-15 to 4.8% in 2017-18. The percentage of fourth grade students making adequate progress on the reading portion has decreased from 16.3% in 2014-15 to 16.1% in 2017-18.

A subscore analysis of our M-STEP Math performance reveals the percentage of third grade students making adequate progress on the Math Communicating and Reasoning portion has decreased from 14.3% in 2014-15 to 3.2% in 2017-18. The percentage of fourth grade students making adequate progress on the Math Communicating and Reasoning portion has decreased from 14% in 2014-15 to 3.6% in 2017-18.

As a result of analyzing our student achievement data in reading, we concluded that we need to provide our students with more reading practice, analyze our students' reading assessment data to identify each student's area of focus, and provide each student with a reading

intervention that targets his/her area of focus. In math, we need to provide our students with more practice in math communicating and reasoning.

Demographic Data:

When collecting our demographic data as part of our School Data Analysis, we collected student enrollment and attendance data. Our enrollment has increased over the last 3 years. Though the percentage of students who have more than 10 absences has decreased from 44.4% in 2014-15 to 38.9% in 2017-18, we still have a large number of students with excessive absences.

As a result of analyzing our demographic data, we concluded we need to do a better job of encouraging student attendance, communicating with parents, and contacting community supports to address issues of truancy.

Conclusions:

In conclusion, to improve our student achievement in reading, we concluded that we need to provide our students with more reading practice, analyze our students' reading assessment data to identify each student's area of focus, and provide each student with a reading intervention that targets his/her area of focus. In math, we need to provide our students with more practice in math communicating and reasoning.

To improve student, parent, and staff perceptions, we will help our students learn the 7 Habits of Highly Effective People so that they can become more proactive and take more responsibility for their behavior and learning. We will continue to communicate our school-wide behavior expectations and provide students with the support they need to be successful.

To improve our programs and services, we need to take steps to encourage our parents and families to become more involved in our school programs and decision making..

To address the needs of our demographics, we concluded we need to do a better job of encouraging student attendance, communicating with parents, and contacting community supports to address issues of truancy.

To address the overall physical activity, nutrition, and social/emotional health of our students, we concluded we need to implement Michigan Model for Health.

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

Our goal/objective in math states "100% of all students will demonstrate a proficiency in their ability to communicate and reason in mathematics by 06/10/2022 as measured by district math assessments and the state assessment." This goal/objective was selected, because our subscore analysis of our students' performance on the math M-STEP indicated our students performed poorly on the Math Communication and Reasoning portion of the test.

Our goal/objective in reading states "100% of all students will demonstrate a proficiency in reading in English Language Arts by 06/10/2022 as measured by the state assessment and Wonders Unit Tests." This goal/objective was selected, because our subscore analysis of our students' performance on the ELA M-STEP indicated our students performed poorly on the reading portion of the test. This is also indicated by our students' performance on district assessments.

Our goal/objective in writing states "100% of all students will demonstrate a proficiency in text-dependent writing in writing by 06/10/2022 as

measured by the state assessment." This goal/objective was selected, because very little of the writing we have asked our students to do in the past was text-dependent and all of the writing students will be expected to do on the new state assessment will be text-dependent.

Our goal/objective in health states "100% of All Students will demonstrate a behavior that contributes to their physical, nutritional, and social/emotional health in Health/Physical Education by 06/09/2020 as measured by the HSAT School Core Assessment and Michigan Model's pre- and post-tests. This goal/objective was selected, because the results of our HSAT Core Assessment indicated we needed a comprehensive health education curriculum.

To address the areas in need of improvement indicated by our perception data and our school programs/process data, we have identified strategies and activities for the goals/objectives in both reading and math to encourage parent involvement. These strategies address the six types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community.

To address stakeholders' concerns regarding teachers' ability to talk to students about their learning goals and give students strategies to achieve them, we have selected a goal/objective in the area of student social responsibility that states "Students will demonstrate behavior consistent with a leader and results in reducing the number of minutes students spend with the behavior interventionists by 20% by 06/11/2019 as measured by Behavior Intervention Data" This goal/objective will also address the concerns regarding student attendance identified by analyzing our demographic data.

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

Each of our school improvement goals contains strategies that will be implemented with ALL students. Our special education teacher will be implementing these same strategies with our Students with Disabilities. In addition, a paraprofessional will be providing small group intervention in reading for those students who need supplemental support, including Students with Disabilities and students who are Economically-Disadvantaged. These students will be identified as we monitor the effectiveness of our school improvement strategies, as well as through the use of district and state assessments.

Component 2: Schoolwide Reform Strategies

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

Our strategies to help ALL students reach the state's standards in math include:

All staff will increase parent involvement to improve student achievement in math.

Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative math assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs.

The para-professionals will provide each grade level with small group interventions in math.

As a "Leader in Me" school, students, classes, and grade levels will set math goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL).

Our strategies to help ALL students reach the state's standards in reading include:

Teachers will provide students with practice in close reading each day during whole group and small group reading instruction.

Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative reading assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs.

Teachers will increase parent involvement to improve student achievement in reading.

The para-professionals will provide each grade level with small group interventions in phonemic awareness (Road to the Code), decoding (Reading Mastery/Sound Partners/Phonics for Reading/Corrective Reading/REWARDS/), fluency (Read Naturally/Six Minute Solution), and comprehension (Read Naturally/Stephanie Godvias Comprehension Tool Kit).

As a "Leader in Me" school, students, classes, and grade levels will set reading goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Teachers will teach students to increase their reading stamina by providing more time each day for students to engage in sustained independent reading without distraction or interruption.

Teachers will integrate informational texts on topics aligned with their science and social studies curriculum into their whole group and small group reading instruction.

Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-
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Based Learning (PBL).

Our strategies to help ALL students reach the state's standards in writing include:

At least once a month, teachers will present their students with two reading selections and be asked to respond in writing in narrative, opinion, or informative/explanatory form.

As a "Leader in Me" school, students, classes, and grade levels will set writing goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL).

Our strategies to help ALL students demonstrate leadership skills include:

Teachers will increase parent involvement to increase student responsibility.

The Behavior Interventionists and Behavior Liaisons will provide behavior support for those students who have difficulty complying with teachers' behavior expectations to the point where they become extremely disruptive or a danger to themselves or others.

As a "Leader in Me" school, students, classes, and grade levels will set behavior goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Our strategies to help ALL students demonstrate healthy habits include:

Students will receive instruction in physical activity, healthy eating, and social/emotional health by means of the Michigan Model for Health curriculum.

The school will form a School Health Team that will oversee the school's Health/Physical Education program.

Teachers will implement a variety of activities to improve students' physical activity, nutrition, and social/emotional health.

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

In math, increasing parent involvement will provide students with additional practice in math at home, increasing the quantity of instruction. Having teachers meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative math assessment data will allow teachers to identify students with specific learning needs and to collaboratively plan instruction to address these needs, which will increase the quality of instruction. Providing a Title I Math Teacher and para-professionals will allow us to provide math support and small group interventions in math foundational skills, which will increase the quantity of instruction. Having students, classes, and grade levels set math goals for themselves, measure their progress, and display their achievement data for all stakeholders to see will increase the quality of instruction. Creating and implementing projects that cross the curriculum through Project-Based Learning (PBL) will increase the quality of instruction.

In reading, increasing parent involvement will provide students with additional practice in reading at home, increasing the quantity of instruction. Providing students with practice in close reading each day during whole group and small group reading instruction will require students to reread text and pinpoint evidence within the text to support their answers to comprehension questions, increasing the quality and quantity of instruction. Having teachers meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative reading assessment data will allow teachers to identify students with specific learning needs and to collaboratively plan instruction to address these needs, which will increase the quality of instruction. Providing a Title I Reading Teacher and para-professionals will allow us to provide reading support and small group interventions in phonemic awareness (Road to the Code), decoding (Reading Mastery/Sound Partners/Phonics for Reading/Corrective Reading/REWARDS/), fluency (Read Naturally/Six Minute Solution), and comprehension (Read Naturally/Stephanie Godvias Comprehension Tool Kit), which will increase the quantity of instruction. Having students, classes, and grade levels set reading goals for themselves, measure their progress, and display their achievement data for all stakeholders to see will increase the quality of instruction. Increasing students' reading stamina will expand the amount of each student's reading practice. Integrating informational texts on topics aligned with our science and social studies curriculum into our whole group and small group reading instruction will increase the quantity of instruction. Creating and implementing projects that cross the curriculum through Project-Based Learning (PBL) will increase the quality of instruction.

In writing, presenting students with two reading selections and having them respond in writing in narrative, opinion, or informative/explanatory form at least once a month will require students to produce text-dependent writing, which will increase the quality and quantity of instruction. Having students, classes, and grade levels set writing goals for themselves, measure their progress, and display their achievement data for all stakeholders to see will increase the quality of instruction. Creating and implementing projects that cross the curriculum through Project-Based Learning (PBL) will increase the quality of instruction.

In regards to leadership skills, increasing parent involvement to increase student responsibility will increase the quantity of instruction. Employing Behavior Interventionists and Behavior Liaisons to provide behavior support for those students who have difficulty complying with teachers' behavior expectations to the point where they become extremely disruptive or a danger to themselves or others will increase the quantity of instruction. Having students, classes, and grade levels set behavior goals for themselves, measure their progress, and display their achievement data for all stakeholders to see will increase the quality of instruction.

In regards to healthy habits, providing instruction in physical activity, healthy eating, and social/emotional health by means of the Michigan Model for Health curriculum will improve the quality of instruction. Forming a School Health Team that will oversee the school's Health/Physical Education program will improve the quality of instruction. Implementing a variety of activities to improve students' physical activity, nutrition, and social/emotional health will increase the quantity of instruction.

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

In math, because our Perception Data indicated the need to improve our level of parent involvement and we believe this is caused by a lack of opportunities for parents to become involved, we selected the strategy "All staff will increase parent involvement to improve student achievement in math." (Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappa, 76, 701-702.) Because our district assessments indicated our students need more practice in math communicating and reasoning, we selected the strategy "Teachers will increase the amount of time students spend each week in mathematics discussions by having them complete high

level mathematical tasks and asking them high level questions." (Smith, Margaret S. and Stein, Mary Kay; 5 Practices for Orchestrating Productive Mathematics Discussions; NCTM, Reston, VA 20191-1502) Because research supports the implementation of PLCs, we selected the strategy "Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative math assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs." (DuFour, R. & Eaker, R. (1998). Professional Learning Communities at work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service.) Because our math scores indicated a need for additional support in math instruction, we selected the strategy "Providing a Title I Math Teacher and para-professionals will allow us to provide math support and small group interventions in math foundational skills" (Sprick, Randy; Garrison, Mickey; and Howard, Lisa, Para Pro: Supporting the Instructional Process, Pacific Northwest Publishing, Eugene, Or, 97405) Because our achievement data on the Spring 2018 math M-STEP and our district assessments indicated a need to improve student learning in this area, we selected the strategy "As a "Leader in Me" school, students, classes, and grade levels will set math goals for themselves, measure their progress, and display their achievement data for all stakeholders to see." (Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020.) Because research supports Project-Based Learning, we selected the strategy "Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL)." (<https://www.edutopia.org/pbl-research-evidence-based-components>)

In reading, because our subscore analysis of our students' performance on the reading Spring 2017 ELA M-STEP and our district assessments indicated our students performed poorly on the reading portion of the ELA test, we selected the strategy "Teachers will provide students with practice in close reading each day during whole group and small group reading instruction." (Close Reading in Elementary Classrooms, Fisher, Dr. Douglas; <http://mhreadingwonders.com/pdf/Close-Reading-in-Elementary-Classrooms.pdf> Because research supports the implementation of PLCs, we selected the strategy "Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative reading assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs." (DuFour, R. & Eaker, R. (1998). Professional Learning Communities at work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service.) Because our Perception Data indicated the need to improve our level of parent involvement and we believe this is caused by a lack of opportunities for parents to become involved, we selected the strategy "Teachers will increase parent involvement to improve student achievement in reading." (Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappa, 76, 701-702.) Because our reading scores indicated a need for additional support in reading instruction, we selected the strategy "Providing a Title I Reading Teacher and para-professionals will allow us to provide reading support and small group interventions in phonemic awareness (Road to the Code), decoding (Reading Mastery/Sound Partners/Phonics for Reading/Corrective Reading/REWARDS/), fluency (Read Naturally/Six Minute Solution), and comprehension (Read Naturally/Stephanie Godvias Comprehension Tool Kit)." (Sprick, Randy; Garrison, Mickey; and Howard, Lisa, Para Pro: Supporting the Instructional Process, Pacific Northwest Publishing, Eugene, Or, 97405) Because our achievement data on the Spring 2017 ELA M-STEP and our district assessments indicated a need to improve student learning in this area, we selected the strategy "As a "Leader in Me" school, students, classes, and grade levels will set reading goals for themselves, measure their progress, and display their achievement data for all stakeholders to see." (Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020.) Because the selections students must read on state assessments are lengthy, we selected the strategy "Teachers will teach students to increase their reading stamina by providing more time each day for students to engage in sustained independent reading without distraction or interruption." (Building Student Literacy Through Sustained Silent Reading, Steve Gardiner, Association for Supervision and Curriculum Development, Alexandria, VA, USA, 2005.) Because our achievement data on the Spring 2017 ELA M-STEP and our district assessments indicated a need to improve student learning in this area, we selected the strategy "Teachers will integrate informational texts on topics aligned with their science and social studies curriculum into their whole group and small group reading instruction." (Duke, N.K., and Bennett-Armistead, V.S., Reading & writing informational text in the primary grades: Research-based practices. (New York: Scholastic, 2003) National Council for the Social Studies, "A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy." 2005, p.1, Available online, Retrieved March 10, 2010. Atkinson, T.S.,

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Matusevich, M.N., and Huber, L., "Making science trade book choices for elementary classrooms." *The Reading Teacher*, 62 (6), (2009) 484-497.) Because research supports Project-Based Learning, we selected the strategy "Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL)."

(<https://www.edutopia.org/pbl-research-evidence-based-components>)

In writing, because very little of the writing we have asked our students to do in the past was text-dependent and the M-STEP test items are text-dependent, we selected the strategy "At least once a month, teachers will present their students with two reading selections and be asked to respond in writing in narrative, opinion, or informative/explanatory form." (Tierney, R. J., & Shanahan, T. (1991). *Research on the reading-writing relationship: Interactions, transactions, and outcomes*. In R. Barr, M. L. Kamil, P. Mosenthal, P.D. Pearson (Eds.), *Handbook of Reading Research* (pp. 246-280). New York: Longman.) Because our achievement data on the Spring 2017 ELA M-STEP and our district assessments indicated a need to improve student learning in this area, we selected the strategy "As a "Leader in Me" school, students, classes, and grade levels will set writing goals for themselves, measure their progress, and display their achievement data for all stakeholders to see." (Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., *The Leader in Me*, Simon & Schuster Paperbacks, New York, NY 10020.) Because research supports Project-Based Learning, we selected the strategy "Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL)."

(<https://www.edutopia.org/pbl-research-evidence-based-components>)

Regarding student behavior, because our Perception Data indicated parent concerns with whether students believe staff members fairly support students who have difficulty following the school rules and procedures, we selected the following strategies:

- "Teachers will increase parent involvement to increase student responsibility." (Epstein, J.L., (1995) *School/family/community partnerships: Caring for the children we share*. Phi Delta Kappa, 76, 701-702.)

- "The Behavior Interventionists and Behavior Liaisons will provide behavior support for those students who have difficulty complying with teachers' behavior expectations to the point where they become extremely disruptive or a danger to themselves or others.." (Sprick, Ph. D., Randy, & Garrison, Ph.D., Mickey, *Interventions: Evidence-based Behavioral Strategies for Individual Students*, Pacific Northwest Publishing, Eugene, OR, 97405.)

- "As a "Leader in Me" school, students, classes, and grade levels will set behavior goals for themselves, measure their progress, and display their achievement data for all stakeholders to see." (Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., *The Leader in Me*, Simon & Schuster Paperbacks, New York, NY 10020)

In regards to healthy habits, because our HSAT Core Assessment indicated the need to improve our instruction in physical activity, nutrition, and social/emotional health, we selected the following strategies:

- "Students will receive instruction in physical activity, healthy eating, and social/emotional health by means of the Michigan Model for Health curriculum.

- "The school will form a School Health Team that will oversee the school's Health/Physical Education program."

- "Teachers will implement a variety of activities to improve students' physical activity, nutrition, and social/emotional health."

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

In math, a Title I Math teacher and para-professionals will provide math support and small group interventions in math foundational skills for students who need the most instructional support, particularly those Students with Disabilities and students who are economically-disadvantaged.

In reading, a Title I Reading teacher and para-professionals will provide reading support and small group interventions in phonemic awareness (Road to the Code), decoding (Reading Mastery/Sound Partners/Phonics for Reading/Corrective Reading/REWARDS/), fluency (Read Naturally/Six Minute Solution), and comprehension (Read Naturally/Stephanie Godvias Comprehension Tool Kit) for students who need the most instructional support, particularly those Students with Disabilities and students who are economically-disadvantaged.

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

For each strategy in our school improvement plan, there is an activity that will be implemented to evaluate the effectiveness of the strategy:

The teachers and para-professionals will progress monitor their students regularly to evaluate the effectiveness of our core math program and our math intervention programs.

The teachers will progress monitor their students regularly to evaluate the effectiveness of our core reading program and our reading intervention programs.

Teachers will assess their students' text-dependent writing each unit using the appropriate rubrics.

During PLCs, teachers will analyze student performance on the McGraw-Hill "Wonders" unit tests to evaluate the effectiveness of our instruction on text structures and our students' use of graphic organizers while reading non-fiction text.

The physical education teacher will administer the pre- and post-tests contained in the Michigan Model for Health curriculum that measures students' progress in nutrition and physical activity.

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | All of our para-professionals meet the NCLB requirements for being highly qualified. They all have a minimum of an associates degree or have passed the Work Keys Test in reading, writing, and math. | |

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We hired a new first grade teacher due to a retirement. We hired a new fourth grade teacher due to an increase in enrollment.

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

Seven teachers have been teaching 0-3 years.

Eight teachers have been teaching 4-8 years.

Two teachers have been teaching 9-15 years.

Four teachers have been teaching more than 15 years.

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

The specific initiatives the school has implemented to attract and retain high quality teachers are:

- The school maintains a positive school culture and working climate.
- The school involves teachers in many of the decisions that affect the school.
- The school offers many opportunities for leadership in which teachers may participate.
- The school offers on-going professional development opportunities.
- The school offers merit pay.

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

The specific initiatives the district has implemented to attract and retain highly qualified teachers are:

- The district has a mentor program to support probationary teachers in their first 4 years.
- The district offers on-going professional development opportunities.
- The district offers tuition reimbursement.
- The district offers competitive salaries and benefits.
- The district provides each teacher with an iPad.
- The district operates a STEM Academy in which teachers may apply to teach.

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

We have implemented Stephen Covey's "The Leader in Me" to improve our school climate and increase our student achievement.

Component 5: High Quality and Ongoing Professional Development

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

In math:

- The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used.
- The Title I Math Teacher will train the para-professionals how to locate and use the math intervention resources they will use.
- The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback.
- Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see.
- Select teachers will attend The Leader In Me Symposium.
- Teachers will be trained how to work together and given opportunities to practice.
- Three classroom teachers will be trained in Project-Based Learning.

In reading:

- The Instructional Coach will model close reading, observe teachers' implementation of close reading, and provide teachers with feedback on that instruction.
- The Title I Reading Teacher will train the paraprofessionals in the reading intervention programs they each will implement in their classrooms prior to the start of school.
- The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback.
- The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used.
- Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see.
- Select teachers will attend The Leader In Me Symposium.
- Teachers will be trained how to work together and given opportunities to practice.
- Three classroom teachers will be trained in Project-Based Learning.
- The Instructional Coach will attend KRESA's "Maximizing Impact Through Instructional Coaching" training.

In writing:

- The Instructional Coach will model instruction on text-dependent writing, observe teachers' instruction on text-dependent writing , and provide teachers with feedback on that instruction.
- Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see.
- Select teachers will attend The Leader In Me Symposium.
- Teachers will be trained how to work together and given opportunities to practice.
- Three classroom teachers will be trained in Project-Based Learning.

Regarding leadership skills:

The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support
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student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used.

- The Behavior Coach will coach teachers in meeting the needs of students who need Tier 3 behavior interventions.
- Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see.
- Our Behavior Coach will be trained to assist teachers in classroom management in a non-evaluative context.
- Select teachers will attend The Leader In Me Symposium.
- The principal will attend The Leader in Me Principal Symposium.
- Staff will be trained in strategies for working with students who have trauma.
- Teachers will be trained how to work together and given opportunities to practice.
- Two teachers will attend KRESA's "PBIS & SEL: Aligning Initiatives" training.
- Two staff will attend KRESA's "SEL in the Classroom" training.
- Two staff will attend KRESA's "Trauma Informed Classrooms" training.
- All staff will attend "William Blackford: Reaching True Equity in Education" training.

Regarding health:

- Our staff will be trained to teach the Michigan Model for Health curriculum.
- Our physical education teachers will attend the 2019 SHAPE Michigan convention for Health and Physical Educators.
- The Physical Education teacher will attend "Best of Midwest Teacher Fest" at WMU.

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

As teachers receive professional development by attending district-provided professional development and workshops provided by KRESA, teachers will not only be given the opportunity to share what they've learned with one another, but the Instructional Coach will also provide "sustained and ongoing" professional learning in close reading and teaching text-dependent writing.

The Behavior Coach will also provide "sustained and ongoing" professional learning in managing student behavior.

The Title I Math Teacher will provide "sustained and ongoing" professional learning for the para-professionals as they're providing math interventions.

The Title I Reading Teacher will provide "sustained and ongoing" professional learning for the para-professionals as they're providing reading interventions.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------------------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | 2019-20 Professional Learning Plan |

Component 6: Strategies to Increase Parental Involvement

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

Parents aid the school in completing the Comprehensive Needs Assessment (CNA) by responding to a parent survey providing the school with essential perception data. Once the CNA is completed, parents join teachers in identifying areas in need of improvement and strategies to address them. Then parents help identify the activities the school will need to do to implement each strategy with fidelity, including professional development, purchasing materials, monitoring activities, and evaluation. All this work takes place during monthly school improvement meetings.

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

To aid in the implementation of the schoolwide plan, all parents will:

Comprehensive Needs Assessment

- Parents aid the school in completing the Comprehensive Needs Assessment (CNA) by responding to a parent survey providing the school with essential perception data.
- Once the CNA is completed, parents join teachers in reviewing the School Data Analysis and identifying areas in need of improvement and strategies to address them.

Schoolwide Reform Strategies

- Visit a booth during parent/teacher conferences to learn how to interpret various assessment reports.
- Review weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and record comments and questions for the classroom teacher.
- Help their children complete math fact practice as homework during the week (4 days/wk) and returned it to school on Friday.
- Meet with the principal to help determine how to spend the Parent Involvement Title I funds.
- Attend Habit Hop with their children.
- Attend Literacy Night with their children.
- Plan and attend Breakfast with Santa.
- Read book baggies with their children in grades K-1 and complete a reading log.
- Read a letter to parents outlining our school-wide behavior plan at the beginning of the school year.

Highly Qualified Staff

- Parents participate in the interview process when new staff are hired.

Attract and Retain Highly Qualified Staff:

- Parents help the school maintain a positive school culture and working climate by volunteering, attending school events, and supporting student learning at home.

Professional Development:

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- Once the school's school improvement strategies have been determined, parents help teachers determine the professional development teachers and para-professionals need in order to implement the strategies with fidelity.

Parent Involvement:

- Parents determine how 2% of the school's Title I funds, the parent involvement allocation, are spent.
- After planning how to spend the money, parents assist teachers in implementing the parent involvement plan.

Preschool Transition:

- Parents attend and participate in our kindergarten orientation.

Teacher Participation in Making Assessment Decisions:

- While parents do not play a role in determining, creating, or implementing assessments, they do play a role in analyzing assessment results.
- Once the CNA is completed, parents join teachers in reviewing the School Data Analysis, which contains assessment results, and identifying areas in need of improvement and strategies to address them.

Timely & Additional Assistance

- Parents assist their children in math fact practice as homework every Monday to be completed during the week (4 days/wk) and returned on Friday. This homework is differentiated for each student.
- Parents assist their children in grades K-1 in completing a reading log and reading accompanying books contained within "book baggies."
- Parents review weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and record comments and questions for the classroom teacher.

Coordination & Integration of Federal, State & Local Resources

- When it comes to implementing the coordination & integration of resources, district-level personnel allocate funds to each building, whose principal and teachers implement the coordination & integration of resources.

In addition to the above, parents will also join our teachers in attending school improvement meetings throughout the year as we complete the activities necessary to implement our school improvement strategies with fidelity.

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

Parents aid teachers in the evaluation of the schoolwide plan by:

- Responding to a parent survey each year, which contains questions regarding the components of the schoolwide plan.
- Responding to parent surveys after each parent program/meeting/activity.
- Attending school improvement meetings throughout the year and participating in the activities completed during these meetings.
- Reviewing the Comprehensive Needs Assessment and helping teachers identify areas in need of improvement and strategies to address them.

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

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

ESEA Section 1118 (e) 1: To provide assistance to parents in understanding such topics as the state's academic content standards, and state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children, we selected the following activities:

- "The Instructional Coach will operate a booth during parent/teacher conferences to teach parents how to interpret various assessment reports."
- "Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher."
- "The school holds the annual Title I Informational Meeting every September to provide information and school reports required under section 1111 with parents and regular monthly meetings."
- "The school posts the following documents on the district website to provide assistance to parents in understanding the state's academic content standards and the state's student academic achievement standards:
 - Curriculum Maps
 - Title I, Title II, and At-Risk Program Descriptions
 - Parent Guides to Student Success
 - Monthly Curriculum Updates
 - Common Core State Standards FAQs
 - Grade Level Assessments

ESEA Section 1118 (e) 2: To provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, we selected the following activities:

- "Students have on-line access to Ready Classroom resources and activities."
- "Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher."
- "Teachers provide materials and training to parents during the school's annual Math Night and Literacy Night."
- "The district's tech department provides training to parents on how to access the student information system"

ESEA Section 1118 (e) 3: To educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, we selected the following activity:

- "The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement."
- "The district trains teachers in parent involvement strategies."

ESEA Section 1118 (e) 4: To coordinate and integrate parent involvement programs and activities with Head Start and our Great Start Readiness Preschool, and conduct other activities that encourage and support parents in more fully participating in the education of their children, we selected the following activities:

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- "Our National Honor Society students work together with our Instructional Coach to plan and hold an evening of reading stations."
- "...The Parent Liaison will also manage the kindergarten registration process."

ESEA Section 1118 (e) 5: To ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, we selected the following activities:

- "Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher."

ESEA Section 1118 (e) 14: To provide such other reasonable support for parental involvement activities under this section as parents may request, we selected the following activities:

- "The Home & Community Connections Action Team will prepare and send home a letter to parents outlining our school-wide behavior plan at the beginning of the school year."
- "Teachers will communicate positive feedback to parents regarding their children's behavior and academic progress on a regular basis and record this communication in their Parent Communication Log. The communication can be done in writing, over the phone, or in person."

ESEA Section 1118 (f): To provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand, we selected the following activities:

- "For families that require translation into a foreign language, our English Language Learner para-professional will meet with them as they meet with the teacher during parent/teacher conferences and will translate any notes that go home when requested to do so."
- "For deaf parents that require translation, the district will provide a sign-language interpreter, modifying the seating arrangements for those who can lip-read and providing amplifiers to the p.a. system."
- "For parents with disabilities, the school maintains a barrier-free school and staff will conduct home visits when necessary."
- "Teachers will meet with parents twice a year in October and March during parent-teacher conferences to discuss their child's academic and behavior progress and MI School Data or at other times that are convenient to the parents. Parents have 24 hour a day access to their student's academic progress through Infinite Campus. Parents are also able to communicate to teachers through email that is connected to this information system."
- "For migratory parents, conferences and meetings are scheduled around the parent work schedule including evenings and weekends." For parents who may be away from their students or home due to work obligations, current academic progress and two way communication is available from the Infinite Campus Parent Portal twenty four hours a day. School announcements and pertinent parent information is posted on the school web-site daily.
- "The school's instructional coach provides a booth during parent/teacher conferences to teach parents how to interpret various assessment reports."
- "The school holds the annual Title I Informational Meeting every September to provide information and school reports required under section 1111 with parents. The PowerPoint presented at this meeting is posted on the website and made available in the front office." For parents who may be away from their students or home due to work obligations, current academic progress and two way communication is available from the Infinite Campus Parent Portal twenty four hours a day. School announcements and pertinent parent information is posted on the school web-site daily.

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

A parent survey is conducted annually that contains the following item:

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- "School personnel regularly engage families in their children's learning progress."

Also, parents complete exit surveys after every parent involvement event.

The school monitors attendance at parent involvement events to measure their effectiveness.

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

The school reviews parent survey results and levels of participation and modifies each parent involvement program/meeting/activity the following year to respond to parent feedback.

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

At the beginning of each year, parents review and update the school's School-Parent Compact jointly with teachers which outlines the responsibilities of the school staff, the parents and the students for academic improvement. The language of NCLB Section 1118 (d) is reviewed and discussed. Teachers and parents assure that the school-parent compact addresses all elements of NCLB Section 1118 (d). Changes are made to the compact to address teacher and parents' suggestions and any elements of NCLB Section 1118 (d) that may be missing.

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

Teachers distribute the School-Parent Compact to parents during parent/teacher conferences. The teacher reviews the responsibilities of parents, students, and teachers with the parent and answers any questions the parent may have. Then the parent, student, and teacher sign the compact. The compact is sent home for signatures to parents who fail to attend parent/teacher conferences. The principal collects the signed compacts and keeps them on file.

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

N/A

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

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

The school provides parents with student report cards twice a year. The report card scores are based on student academic assessment results and students are scored on a 3-point scale: M - Meeting expectations, P - Making acceptable progress, and W - Working below grade.

level.

In addition to the report cards, student academic assessment (i.e. M-STEP, NWEA, Accelerated Reader, Go Math!, etc...) results are shared during parent/teacher conferences and sent home. For families that require translation into a foreign language, our English Language Learner para-professional meets with them as they meet with the teacher. Families can also request translation of written materials sent home and our English Language Learner para-professional will do the translating.

Component 7: Preschool Transition Strategies

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

Comstock Green Meadow Elementary holds a Kindergarten Orientation every March and August.

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

Preschool teachers meet with the principal, Instructional Coach, and the ECSC teacher for on-going trainings throughout the school year. The ECSC teacher also works alongside the preschool teachers to help build skills that are necessary for success in kindergarten. The students are assessed using the Creative Curriculum assessments and those results are shared with parents. Ideas for helping the students learn these necessary skills are communicated to parents in newsletters, two home visits per year, daily folders home, and phone calls to parents.

Our preschool program also works directly with a parent educator. Her responsibility is to work with families individually that may need some additional services or parent education.

Component 8: Teacher Participation in Making Assessment Decisions

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

Our teachers provide input into the decisions regarding the use of school-based academic assessments by attending Professional Learning Community (PLC) meetings once a week. At these meetings, teachers meet with their building grade-level partners to discuss the results of the school-based academic assessments, as well as to discuss any changes that need to be made to the assessments. Teachers also meet in five 2-hour Grade Group Meetings each year with all of their grade-level partners across the district to update the curriculum and assessments for their grade level. This ensures all teachers have input into the school-based assessments given and that they are aligned with the curriculum and with the teachers' instruction.

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

The teachers at Comstock Green Meadow are involved in student achievement data analysis, for the purpose of improving the academic achievement of all students, in two ways. First, teachers attend Professional Learning Community (PLC) meetings once a week. During these meetings, teachers review student data provided by our district academic assessments. Students who require intensive and strategic intervention are identified and grouped for small group intervention. Teachers also share their instructional strategies and identify the strategies that produce the best results. Second, teachers attend Child Study meetings as needed. Once students have been given a significant amount of supplemental instruction and are still failing to make any academic or behavioral gains, they are brought to Child Study where the classroom teacher meets with the principal, Instructional Coach, speech therapist, school psychologist, school social worker, and behavior interventionist to identify the steps to be taken to address the students' severe academic needs.

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

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

Students are assessed at the beginning, middle, and end of year using the DIBELS screeners to identify students who are at-risk of not mastering the state's academic achievement assessment standards at an advanced or proficient level in reading. In writing and math, teachers monitor student performance on daily assignments to identify students who experience difficulty demonstrating mastery of chapter/unit content. Other assessments we use to identify students who experience difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level are the state's standardized tests (M-STEP) and the NWEA.

These same methods, along with DIBELS progress monitoring data, are used to determine when a student is no longer at-risk of failing to master the State's academic achievement assessment standards at an advanced or proficient level and no longer needs assistance.

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

We provide timely, effective, additional assistance for students who are experiencing difficulty mastering the state's academic assessment standards in the following ways:

- We use Read Naturally to provide assistance in reading fluency, predicting, retelling, phonics and comprehension. This occurs in grades 2-5 daily for 30 minutes and is provided by our teachers and/or para-professionals.
- We use Teacher-directed PALS, Phonics for Reading, and REWARDS to provide assistance in decoding (phonics) and comprehension. This occurs in grades 1-5 daily for 30 minutes and is provided by our teachers and/or para-professionals.
- We use WonderWorks to provide assistance in decoding (phonics) and comprehension. This occurs in grades K-5 daily for 30 minutes and is provided by our teachers and/or para-professionals.
- We use Sound Partners for decoding (phonics), spelling, and reading fluency. This occurs in grade 2 daily for 30 minutes and is provided by our teachers and/or para-professionals.
- We use Road to the Code and KPALS for phonemic awareness. This occurs in kindergarten daily for 30 minutes and is provided by our teachers and/or para-professionals.
- Teachers meet with students for reteaching math skills or concepts that students are having difficulty understanding. This occurs in grades K-4 daily for 30 min.
- We have a Resource Room that provides assistance for our special education students in reading, writing, language, and math. This

occurs in grades K-5 daily and is provided by a teacher and/or para-professionals.

- We provide mentors to work with students who are experiencing difficulty mastering reading, writing, and math standards. The mentors are provided to students in grades K-5 and is provided once a week for 30 min.

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

We address students' individual needs through differentiated instruction in the classroom in the following ways:

- Leveled Reading Groups - Students receive direct instruction in reading at their instructional level. This occurs in grades K-5 daily for 20 min./group and is provided by the classroom teacher.

- Accelerated Reader - Students read text at their independent reading level. This occurs in grades 1-5 daily for 20 min. Assistance is provided by our teachers and para-professionals.

- Modified Curriculum - For students whom the grade level curriculum is too difficult, the curriculum is modified to provide at-risk students with successful experiences. This occurs in grades K-5 and is provided by our teachers. Administrator approval is required for a student's curriculum to be modified.

- Learning Accommodations - The manner in which students work is modified to encourage successful student learning experiences. This occurs in grades K-5 and is provided by our teachers and para-professionals.

- Reading and Math Interventions - Students who are at-risk in reading or math receive interventions at their instructional level. This occurs in grades K-5 and is provided by our para-professionals.

- Reteaching/Individualized Instruction - Students who fail an assignment are provided with reteaching. This occurs in grades K-5 and is provided by our teachers and para-professionals.

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

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

Ways in which the school's Title I Part A programs/resources are coordinated and integrated toward the achievement of the schoolwide goals include:

- The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk readers. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them.
- Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher.
- Our National Honor Society students will work together with our Instructional Coach to plan and hold an evening of reading stations.
- Teachers will post visual schedules each day communicating to students the order of each day's activities.
- The Parent Liaison will monitor student attendance and communicate with parents to encourage regular, consistent student attendance. When a student proves to be truant, the Parent Liaison will contact the county's truancy officer to inform him/her of the truancy. The Parent Liaison will also manage the kindergarten registration process.

- The Behavior Interventionist will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible.

Ways in which the school's portion of the district's general fund is coordinated and integrated toward the achievement of the schoolwide goals include:

- The Behavior para-professional will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible.
- The school will provide an after-school bus so extending learning opportunities (mentoring, tutoring, reading and math interventions, etc...) can occur.
- The school will fund our administration of the NWEA test in reading and math in the fall, winter, and spring.

Ways in which the school's At-risk 31 A programs/resources are coordinated and integrated toward the achievement of the schoolwide goals include:

- An English Language Learner paraprofessional will provide up to six hours of support each week for our students learning to speak English.

Ways in which the school's Title II Part A programs/resources are coordinated and integrated toward the achievement of the schoolwide goals include:

- The Instructional Coach will train the para-professionals in the reading intervention programs they each will implement in their classrooms prior to the start of school.

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

Comprehensive Needs Assessment:

- The school's portion of the district's general fund compensates the staff that conducts the Comprehensive Needs Assessment.

Schoolwide Reform Strategies:

Title I Part A funds will be used to fund the following activities that support the implementation of our Schoolwide Reform Strategies:

- The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk readers. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them.

- Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher.

- Our National Honor Society students will work together with our Instructional Coach to plan and hold an evening of reading stations.

- Teachers will post visual schedules each day communicating to students the order of each day's activities.

- The Parent Liaison will monitor student attendance and communicate with parents to encourage regular, consistent student attendance.

When a student proves to be truant, the Parent Liaison will contact the county's truancy officer to inform him/her of the truancy. The Parent Liaison will also manage the kindergarten registration process.

- The Behavior Interventionist will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible.

The school's portion of the district's general funds will be used to fund the following activities that support the implementation of our Schoolwide Reform Strategies:

- The Behavior para-professional will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible.

- The school will provide an after-school bus so extending learning opportunities (mentoring, tutoring, reading and math interventions, etc...) can occur.

- The school will fund our administration of the NWEA test in reading and math in the fall and spring.

Title II Part A funds will be used to fund the following activities that support the implementation of our Schoolwide Reform Strategies:

- The Instructional Coach will train the para-professionals in the reading intervention programs they each will implement in their classrooms prior to the start of school.

At-risk 31 A funds will be used to fund the following activity that supports the implementation of our Schoolwide Reform Strategies:

- The school will provide busing for at-risk K-4 students to our township library's Summer Reading Program for five weeks.

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Instruction by Highly Qualified Staff:

Title I Part A funds are used to employ instructional paraprofessionals that meet the NCLB requirements for highly qualified.

Our school's portion of the district's general fund is used to employ teachers that meet the NCLB requirement for highly qualified.

Strategies to Attract Highly Qualified Teachers:

The school's portion of the district's general fund is used to:

- maintain a positive school culture and working climate.
- involve teachers in many of the decisions that affect the school.
- offer many opportunities for leadership in which teachers may participate.
- offer merit pay.

Title II Part A funds are used to offer ongoing professional development opportunities.

- An English Language Learner paraprofessional will provide up to six hours of support each week for our students learning to speak English.

High Quality and Ongoing Professional Development:

Title II Part A funds will be used to fund the following activities that provide high quality and ongoing professional development:

- The Instructional Coach will train the para-professionals in the reading intervention programs they each will implement in their classrooms prior to the start of school.

Strategies to Increase Parental Involvement:

Title I Part A funds will be used to fund the following activities to increase parental involvement:

- The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk readers. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them.
- Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher.
- Our National Honor Society students will work together with our Instructional Coach to plan and hold an evening of reading stations.
- The Parent Liaison will monitor student attendance and communicate with parents to encourage regular, consistent student attendance. When a student proves to be truant, the Parent Liaison will contact the county's truancy officer to inform him/her of the truancy. The Parent Liaison will also manage the kindergarten registration process.

The school's portion of the district's general funds will be used to fund the following activities to increase parental involvement:

- The school will provide an after-school bus so extending learning opportunities (mentoring, tutoring, reading and math interventions, etc...) can occur.

Preschool Transition Strategies:

In order to provide a seamless transition process to kindergarten, parents and students participate in Kindergarten Orientation.

Teacher Participation in Making Assessment Decisions:

The school's portion of the district's general fund is used to compensate teachers for attending and participating in Professional Learning Community (PLC) meetings, Grade Group meetings, and Child Study meetings where teachers participate in making assessment decisions.

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

Title I Part A funds are used to:

- employ a para-professional for each K-4 classroom who provides timely and additional assistance to students having difficulty mastering the standards.
- purchase interventions materials that are used to provide timely and additional assistance to students having difficulty mastering the standards.

The school's portion of the district's general fund is used to:

- employ a teacher for each K-5 classroom who differentiates instruction to provide timely and additional assistance to students having difficulty mastering the standards by teaching Leveled Reading Groups, overseeing the school's Accelerated Reader program, modifying a student's curriculum, providing learning accommodations, and providing reteaching/individualized instruction.

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

The school's portion of the district's general fund is used to employ the personnel responsible for coordinating and integrating the school's federal, state, and local programs and resources.

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

The school's nutrition program provides every student with a universal breakfast every morning and a lunch, with the option for qualifying for a free or reduced lunch.

Evaluation:

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

The School Lighthouse Team, consisting of teachers and parents, meets twice every month and reviews the Action Plan for the schoolwide program to determine which activities contained within the plan have been accomplished, which strategies are being fully implemented, and what activities still need to be accomplished.

The implementation of the strategies contained within the schoolwide program are monitored by the Instructional Coach as he conducts his observations.

Finally, each teacher's evaluation evaluates the fidelity with which the teacher implemented the strategies contained within the schoolwide program.

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

To evaluate the results achieved by the school-wide program, the school conducts the Comprehensive Needs Assessment. Part of the Comprehensive Needs Assessment involves the School Data Analysis, including the analysis of student achievement data. Teachers met in April to begin completing the School Data Analysis. While completing the School Data Analysis, teachers gathered and analyzed student demographic data., student achievement data, and perception data. The demographic data was analyzed to determine any challenges posed by our student enrollment and attendance. The achievement data was analyzed to determine any gaps in achievement for each of our sub-group populations and any trends in performance. The perception data was analyzed to determine any challenges identified that were common among all stakeholders: parents, teachers, and students.

In May, the results of our School Improvement Survey and School Data Analysis, including areas for improvement, were shared with the entire staff and parents; and suggestions for school improvement goals, objectives, strategies, and activities were shared and solicited for the 2019-20 school year. Any suggestions that required changes to the School Improvement Plan draft were addressed prior to submitting the School Improvement Plan.

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

To determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards, the school:

- Identifies trends among the students scoring in the bottom 30% on the reading and math M-STEP:

In math, the percentage of our Students with Disabilities among the bottom 30% of students decreased from 78.6% in 2015-16 to 13.3% in 2017-18. The percentage of our Economically Disadvantaged students among the bottom 30% of students increased from 31.8% in 2015-16 SY 2019-2020

to 34.8% in 2017-18.

In ELA, the percentage of our Students with Disabilities among the bottom 30% of students decreased from 71.4% in 2015-16 to 28.6% in 2017-18. The percentage of our Economically Disadvantaged students among the bottom 30% of students increased from 31.8% in 2015-16 to 32.6% in 2017-18.

These trends indicate the need to focus our improvement efforts on Students with Disabilities and our Economically Disadvantaged in particular.

- Conducts an MDE Program Evaluation of our "Leader in Me" initiative, which targets students who tend to be marginalized and unengaged in the school's culture.

The number of discipline referrals has decreased from 345 during the 2014-2015 school year to 68 during the 2018-2019 school year. The number of discipline referrals given for bus behavior has also decreased from 172 during the 2014-2015 school year to 126 during the 2018-2019 school year.

These results indicate the school is increasing the achievement of students who are furthest from achieving the standards.

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

Comprehensive Needs Assessment:

The CNA is conducted, and therefore revised, every spring.

This year, the conducting of our Comprehensive Needs Assessment began during the month of April, the School Improvement Chair conducted our on-line School Improvement Survey to gather perception data from our parents, teachers, and students. Teachers completed the survey from their classrooms, parents completed the survey during parent/teacher conferences and/or from home, and students completed the survey in their classrooms. The survey requested feedback on issues such as whether the staff has high academic standards, whether the staff provides quality instruction in reading and math, whether staff make decisions based on student achievement data and work to meet individual students' needs, whether students who live the 7 Habits of Highly Effective People and see themselves as leaders will be more likely to achieve academically and lead successful lives as adults.

Next, teachers met in April to begin completing the School Data Analysis. While completing the School Data Analysis, teachers gathered and analyzed student demographic data, student achievement data, and perception data. The demographic data was analyzed to determine any challenges posed by our student enrollment and attendance. The achievement data was analyzed to determine any gaps in achievement for each of our sub-group populations and any trends in performance. The perception data was analyzed to determine any challenges identified that were common among all stakeholders: parents, teachers, and students.

In May, the results of our School Improvement Survey, and School Data Analysis, including areas for improvement, were shared with the entire staff and parents; and suggestions for school improvement goals, objectives, strategies, and activities were shared and solicited for the 2019-20 school year. Any suggestions that required changes to the School Improvement Plan draft were addressed prior to submitting the School Improvement Plan.

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Schoolwide Reform Strategies:

Once the CNA has been completed each spring, teachers and parents review the results to identify areas in need of improvement and identify the strategies we wish to continue to implement to address those needs and research other strategies we wish to add to strengthen our improvement plan.

Instruction by Highly Qualified Staff:

This component of the school-wide plan is an assurance and requires no revision.

Strategies to Attract Highly Qualified Teachers:

To revise this component of the school-wide plan, perception data is collected and analyzed to determine if our efforts to create a positive school culture and working climate are successful. If the data indicates an area in need of improvement, our school-wide plan would be revised accordingly.

We also collect and analyze evaluation data of our professional development and modify our professional development plan as needed.

High Quality and Ongoing Professional Development:

To revise this component of the school-wide plan, the school collects and analyzes evaluation data of its professional development and modifies its professional development plan as needed.

Strategies to Increase Parental Involvement:

To revise this component of the school-wide plan, the school:

- Conducts a parent survey annually that contains the following item "School personnel regularly engage families in their children's learning progress."
- Has parents complete exit surveys after every parent involvement event.
- Monitors attendance at parent involvement events to measure their effectiveness.

Teachers and parents analyze this data and modifies the Parent Involvement Plan as needed.

Preschool Transition Strategies:

To revise this component of the school-wide plan, the school's preschool and kindergarten teachers monitor the success of our transition activities and modify them as needed.

Teacher Participation in Making Assessment Decisions:

This component of the school-wide plan requires little revision, as it already provides teachers with four opportunities to participate in making assessment decisions: Professional Learning Communities (PLCs), Grade Group meetings, and Child Study meetings.

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

The programs we use to provide timely and additional assistance to students having difficulty mastering the standards are all research-based

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and vetted and require little revision. However, the structure and method of implementation are always open to improvement and, with stake holders' input, changes are made on a regular basis to improve our implementation of this component. Teachers and parents complete a Program Evaluation report each year to identify the components of the program that are working and the components of the program that need to be modified to improve the program. This year, we identified the following steps to take to improve the program:

The school will:

- continue to guide the efforts of our Parent Lighthouse Team as they work to support our implementation of The Leader in Me.
- work to maintain our Lighthouse School status next year.
- continue to insure teachers are integrating instruction on the 7 Habits into their lesson plans on a weekly basis.
- continue to secure the funding we need to implement The Leader in Me and retain our Behavior Coach through the budgeting of available funds and applying for grant funding.
- will work diligently to make sure our Behavior Coach is not needed to respond to student crises, so she will be able to provide behavior coaching to our teaching staff.
- will hold student-led conferences in both the fall and spring.
- will establish school-wide academic and attendance goals earlier in the year.
- will continue to expand the number of student leadership roles we offer throughout the year.

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

To revise this component of the school-wide plan, the teachers and parents identify activities that need to be completed in order to implement the strategies contained within the school-wide plan and, once the activities have been identified, the appropriate funding source for each activity is identified and allocated accordingly, be it general fund, Title I Part A, Title II Part A, or At-risk 31 A funds.

2019-2020 School Improvement Plan

Overview

Plan Name

2019-2020 School Improvement Plan

Plan Description

2019-2020 School Improvement Plan

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students at Comstock Green Meadow Elementary will be proficient in math. | Objectives: 1 Strategies: 6 Activities: 33 | Academic | \$326704 |
| 2 | All students at Comstock Green Meadow Elementary will be proficient in reading. | Objectives: 1 Strategies: 8 Activities: 39 | Academic | \$399378 |
| 3 | All students at Comstock Green Meadow Elementary will demonstrate leadership skills. | Objectives: 1 Strategies: 3 Activities: 30 | Organizational | \$319730 |
| 4 | All students at Comstock Green Meadow Elementary will be proficient in writing. | Objectives: 1 Strategies: 3 Activities: 16 | Academic | \$117111 |
| 5 | All students at Comstock Green Meadow Elementary will demonstrate healthy habits. | Objectives: 1 Strategies: 3 Activities: 8 | Academic | \$3640 |

Goal 1: All students at Comstock Green Meadow Elementary will be proficient in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in their ability to communicate and reason in Mathematics by 06/10/2022 as measured by district math assessments and the state assessment.

Strategy 1:

Parent Involvement - All staff will increase parent involvement to improve student achievement in math.

Category:

Research Cited: Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappa, 76, 701-702.

Epstein, J.L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview.

Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (1997). School, family, and community partnerships: Your handbook for action. Thousand Oaks, CA: Corwin Press

Tier:

| Activity - Type 1 (Parenting) Assessment Booth | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| The Instructional Coach will operate a booth during parent/teacher conferences to teach parents how to interpret various assessment reports. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - Type 2 (Communicating) Weekly Folders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1200 | Title I Schoolwide | Classroom Teachers |
| Activity - Type 3 (Volunteering) Mentors/Tutors | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk math students. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them. | Parent Involvement | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Title I Schoolwide | Parent Liaison (coordinating), Instructional Coach (training) |

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| Activity - Type 4 (Learning At Home) Homework | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will send home math fact practice as homework every Monday to be completed during the week (4 days/wk) and returned on Friday. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Type 5 (Decision Making) Parent Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will meet with parents to help determine how to spend the Parent Involvement Title I funds. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |
| Activity - Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$500 | Title II Part A | Instructional Coach |

Strategy 2:

Professional Learning Communities (PLC's) - Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative math assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs.

Category:

Research Cited: DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service.

Tier: Tier 1

| Activity - PLC Minutes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---------------------|
| The Instructional Coach will publish minutes for each PLC meeting. | Teacher Collaboration | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - PLC Scheduling & Agendas | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will schedule the PLCs for the year and set the agendas. | Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |

School Improvement Plan

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Strategy 3:

Para-professional Math Support - The para-professionals will provide each grade level with small group interventions in math.

Category: Mathematics

Research Cited: Sprick, Randy; Garrison, Mickey; and Howard, Lisa, Para Pro: Supporting the Instructional Process, Pacific Northwest Publishing, Eugene, Or, 97405.

Nevin, Ann I.; Villa, Richard A.; and Thousand, Jacqueline S., A Guide to Co-Teaching with Paraeducators: Practical Tips for K-12 Educators, Corwin Press, Thousand Oaks, CA, 2009.

http://www.mespa.net/Paraprofessionals_Success_with_Fewer.html

Savage, Robert and Carless, Sue, "Learning Support Assistants Can Deliver Effective Reading Interventions for 'At-Risk' Children", Educational Research, 2005, 47, 1, 45.

http://www.rtinetwork.org/index.php?option=com_content&task=view&id=285&Itemid=40

<http://www.asec.net/Archives/ASECparahandbook8-03.pdf>

<http://www.behavioradvisor.com/ParaPros.html>

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/paras_brief_behavior.pdf

Tier: Tier 3

| Activity - Training and Implementation of Intervention Programs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|----------------------|
| The Title I Math Teacher will train the para-professionals how to locate and use the math intervention resources they will use to provide math intervention. | Professional Learning | Tier 3 | Getting Ready | 09/04/2018 | 10/05/2018 | \$0 | No Funding Required | Title I Math Teacher |
| Activity - Para-professional Evaluation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will evaluate each para-professional. | Walkthrough | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |
| Activity - Para-professional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Comstock Elementary School

| | | | | | | | | |
|--|--------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback. | Walkthrough | Tier 3 | Monitor | 09/04/2018 | 11/02/2018 | \$0 | No Funding Required | Instructional Coach |
| Activity - Student Identification | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each teacher will monitor each student's progress on their daily math assignment and identify those students who fail to master each day's lesson. These students will be provided with small group instruction at the concrete level. | Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The teachers and para-professionals will progress monitor their students regularly to evaluate the effectiveness of our core math program and our math intervention programs. | Academic Support Program | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Math Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The para-professionals will provide each grade level with small group interventions in math. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$44837 | Title I Schoolwide | Title I Math Teacher and Para-professionals |

Strategy 4:

Leader in Me - As a "Leader in Me" school, students, classes, and grade levels will set math goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Category:

Research Cited: Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020.

Tier: Tier 1

| | | | | | | | | |
|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Leader in Me Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/29/2018 | 06/09/2020 | \$1150 | Title II Part A | Principal |

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| Activity - Leadership Notebooks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|---------------------|--------------------|
| Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Classroom Teachers |
| Activity - Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |
| Activity - Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Staff |
| Activity - Colt Corrals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - LIM Direct Teach/SEL Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Teachers |
| Activity - 7 Habits of Highly Effective Families | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Parent Trainers |

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| Activity - Leader in Me Symposium | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Title II Part A | Principal |
| Activity - Synergy Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | Title II Part A | All Staff |
| Activity - Self-Selected Student Leadership Roles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Student Voice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Student Lighthouse Action Team, Student Lighthouse Team |

Strategy 5:

Project-Based Learning - Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL).

Category: Other - Cross-Curricular Instruction

Research Cited: <https://www.edutopia.org/pbl-research-evidence-based-components>

<http://www.bie.org/>

Tier: Tier 1

| Activity - Project-Based Learning (PBL) Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Three classroom teachers will be trained in Project-Based Learning. | Professional Learning | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Title II Part A | Three Classroom Teachers |
|---|--|--------|---------------|------------|------------|-------------------|---------------------|--------------------------|
| Activity - Project-Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |

Strategy 6:

Mathematics Discussions - Teachers will increase the amount of time students spend each week in mathematics discussions by having them complete high level mathematical tasks and asking them high level questions.

Category: Mathematics

Research Cited: Smith, Margaret S. and Stein, Mary Kay; 5 Practices for Orchestrating Productive Mathematics Discussions; NCTM, Reston, VA 20191-1502

Tier: Tier 1

| Activity - Mathematics Discussions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------|
| Teachers will increase the amount of time students spend each week in mathematics discussions by having them complete high level mathematical tasks and asking them high level questions. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Title I Math Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Title I Math Teacher will provide group and individual instruction in math for students who meet state and federal guidelines for Title I support. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$111000 | Title I Schoolwide | Title I Math Teacher |
| Activity - Moby Max | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use the web-based program Moby Max to supplement their instruction in Reading and Math. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$5992 | Section 31a | Classroom Teachers |

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| Activity - Ready Classroom | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will begin using Ready Classroom for their core math instruction. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$57373 | General Fund | Classroom Teachers |
| Activity - iReady | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers and paraprofessionals will use iReady for their Tier II math intervention. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$70691 | Section 31a | Classroom Teachers & Paraprofessionals |
| Activity - Math Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| 4th and 5th grade teachers will be trained in Math Recovery. These same teachers will be provided coaching support throughout the school year in implementing the concepts and assessments of Math Recovery. | Academic Support Program | Tier 3 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | 4th and 5th Grade Teachers; KRESA Math Consultant |

Goal 2: All students at Comstock Green Meadow Elementary will be proficient in reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/10/2022 as measured by the state assessment and the district's common assessments..

Strategy 1:

Close Reading - Teachers will provide students with practice in close reading each day during whole group and small group reading instruction.

Category: English/Language Arts

Research Cited: Close Reading in Elementary Classrooms, Fisher, Dr. Douglas

<http://mhreadingwonders.com/pdf/Close-Reading-in-Elementary-Classrooms.pdf>

Tier: Tier 1

| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---------------------|
| The Instructional Coach will model close reading, observe teachers' implementation of close reading, and provide teachers with feedback on that instruction. | Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$107000 | Title I Schoolwide | Instructional Coach |

School Improvement Plan

Comstock Elementary School

| Activity - Close Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will use each week's selections and questions to provide students with practice in close reading. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Classroom Libraries | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Books will be purchased to expand classroom libraries so they offer books on many different topics at many different levels of complexity. | Materials | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$4000 | Title I Part A | Susan Caswell |
| Activity - Reading A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each teacher will be provided with a Reading A-Z subscription to provide additional material for guided reading instruction and at-home reading. | Materials | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1000 | Other | Instructional Coach |
| Activity - Title I Reading Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Title I Reading Teacher will provide group and individual instruction in reading for students who meet state and federal guidelines for Title I support. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$78000 | Title I Part A | Title I Reading Teacher |
| Activity - Moby Max | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use the web-based program Moby Max to supplement their instruction in Reading and Math. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$5992 | Section 31a | Classroom Teachers |
| Activity - Maximizing Impact Through Instructional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will attend KRESA's "Maximizing Impact Through Instructional Coaching" training. | Professional Learning | Tier 1 | Getting Ready | 09/12/2019 | 09/19/2019 | \$375 | Title II Part A | Instructional Coach |

Strategy 2:

Professional Learning Communities (PLC's) - Teachers will meet in grade level teams, professional learning communities (PLC's), to analyze formative and summative reading assessment data, to identify students with specific learning needs, and to collaboratively plan instruction to address these needs.

Category:

Research Cited: DuFour, R. & Eaker, R. (1998). Professional Learning Communities at work: Best practices for enhancing student achievement. Bloomington, IA:

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Comstock Elementary School

National Education Service.

Tier: Tier 1

| Activity - PLC Minutes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| The Instructional Coach will publish minutes for each PLC meeting. | Teacher Collaboration | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |

| Activity - PLC Scheduling & Agendas | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---------------------|
| The Instructional Coach will schedule the PLCs for the year and set the agendas. | Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |

Strategy 3:

Parent Involvement - Teachers will increase parent involvement to improve student achievement in reading.

Category:

Research Cited: Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappa, 76, 701-702.

Epstein, J.L. (2001) School, family and community partnerships: Preparing educators in improving schools, Boulder, CO:Westview.

Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (1997). School, family and community partnerships; Your handbook for action. Thousand Oaks, CA: Corwin Press.

Tier:

| Activity - Type 5 (Decision Making) Parent Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Parents will meet with the principal to help determine how to spend the Parent Involvement Title I funds. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |

| Activity - Type 3 (Volunteering) Mentors/Tutors | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Comstock Elementary School

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|--|---|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk readers. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them. | Parent Involvement | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Title I Schoolwide | Parent Liaison (coordinating), Instructional Coach (training) |
| Activity - Type 4 (Learning At Home) Book Baggies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students in grades K-1 will take a reading log and book baggies home to read with their parents. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Type 1 (Parenting) Assessment Booth | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will operate a booth during parent/teacher conferences to teach parents how to interpret various assessment reports. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - Type 2 (Communicating) Weekly Folders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1200 | Title I Schoolwide | Classroom Teachers |
| Activity - Type 4 (Learn at Home) Literacy Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our National Honor Society students will work together with our Instructional Coach to plan and hold an evening of reading stations. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Part A | National Honor Society Advisor Instructional Coach |
| Activity - Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Parent Involvement, Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$500 | Title II Part A | Instructional Coach |

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| Activity - Type 4 (Learn at Home) Read at Home Plan/Parent Conferences | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Parents of students requiring an IRIP will receive a "Read at Home Plan" which provides materials and directions for working with their child in the child's area of focus. Teachers will meet with these parents and review the "Read at Home Plan" with them during conferences. | Parent Involvement | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$5000 | Title I Schoolwide | Principal, Instructional Coach, and Classroom Teachers |

Strategy 4:

Para-professional Reading Support - The para-professionals will provide each grade level with small group interventions in phonemic awareness (Road to the Code), decoding (Reading Mastery/Sound Partners/Phonics for Reading/Corrective Reading/REWARDS/), fluency (Read Naturally/Six Minute Solution), and comprehension (Read Naturally/Stephanie Godvias Comprehension Tool Kit).

Category: English/Language Arts

Research Cited: Sprick, Randy; Garrison, Mickey; and Howard, Lisa, Para Pro: Supporting the Instructional Process, Pacific Northwest Publishing, Eugene, Or, 97405.

Nevin, Ann I.; Villa, Richard A.; and Thousand, Jacqueline S., A Guide to Co-Teaching with Paraeducators: Practical Tips for K-12 Educators, Corwin Press, Thousand Oaks, CA, 2009.

http://www.mespa.net/Paraprofessionals_Success_with_Fewer.html

Savage, Robert and Carless, Sue, "Learning Support Assistants Can Deliver Effective Reading Interventions for 'At-Risk' Children", Educational Research, 2005, 47, 1, 45.

http://www.rtinetwork.org/index.php?option=com_content&task=view&id=285&Itemid=40

<http://www.asec.net/Archives/ASECparahandbook8-03.pdf>

<http://www.behavioradvisor.com/ParaPros.html>

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/paras_brief_behavior.pdf

Tier: Tier 3

| Activity - Training and Implementation of Intervention Programs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Comstock Elementary School

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| The Title I Reading Teacher will train the para-professionals in the reading intervention programs they each will implement. | Professional Learning | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Title I Reading Teacher |
| Activity - Para-professional Evaluation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will evaluate each para-professional. | Walkthrough | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |
| Activity - Para-professional Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback. | Walkthrough | Tier 3 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - Student Identification | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will analyze DIBELS screener data to identify students who need intensive and strategic reading intervention in each class. | Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Instructional Coach |
| Activity - Progress Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The teachers will progress monitor their students regularly to evaluate the effectiveness of our core reading program and our reading intervention programs. | Academic Support Program | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$2000 | Other | Classroom Teachers |
| Activity - Reading Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The para-professionals will provide each grade level with small group Tier II reading intervention. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$158000 | Title I Schoolwide | Title I Reading Teacher and Para-professionals |

Strategy 5:

Leader in Me - As a "Leader in Me" school, students, classes, and grade levels will set reading goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

Category:

Research Cited: Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020.

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Tier: Tier 1

| Activity - "Leader in Me" Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1150 | Title II Part A | Principal |
| Activity - Leadership Notebooks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/12/2018 | \$1000 | Title I Schoolwide | Classroom Teachers |
| Activity - Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | No Funding Required | Principal |
| Activity - Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Staff |
| Activity - Colt Corrals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - LIM Direct Teach/SEL Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Comstock Elementary School

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|---|--|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Teachers |
| Activity - 7 Habits of Highly Effective Families | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Parent Trainers |
| Activity - Leader in Me Symposium | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Title II Part A | Principal |
| Activity - Synergy Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/01/2020 | \$3400 | Title II Part A | All Staff |
| Activity - Self-Selected Student Leadership Roles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Student Voice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Student Lighthouse Action Team, Student Lighthouse Team |

Strategy 6:

Reading Stamina - Teachers will teach students to increase their reading stamina by providing more time each day for students to engage in sustained independent reading without distraction or interruption.

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Category: English/Language Arts

Research Cited: Building Student Literacy Through Sustained Silent Reading, Steve Gardiner, Association for Supervision and Curriculum Development, Alexandria, VA, USA, 2005.

Tier: Tier 1

| Activity - Reading Stamina | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will teach students to increase their reading stamina by setting goals, providing time for silent sustained reading free from interruption, and timing students as they read. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$200 | Title I Part A | Classroom Teachers |
| Activity - Individual Reading Improvement Plans | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students who fail to reach the cut score on the NWEA reading test each time it's administered will receive an individual reading improvement plan that identifies the intervention they'll receive to address their area of focus and tracks their progress throughout the school year. | Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal, Instructional Coach, and Classroom Teachers |

Strategy 7:

Science/Social Studies Integration - Teachers will integrate informational texts on topics aligned with their science and social studies curriculum into their whole group and small group reading instruction.

Category: Social Studies

Research Cited: Duke, N.K., and Bennett-Armistead, V.S., Reading & writing informational text in the primary grades: Research-based practices. (New York: Scholastic, 2003) National Council for the Social Studies, "A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy." 2005, p.1, Available online, Retrieved March 10, 2010. Atkinson, T.S., Matusevich, M.N., and Huber, L., "Making science trade book choices for elementary classrooms." The Reading Teacher, 62 (6), (2009) 484-497.

Tier: Tier 1

| Activity - Science/Social Studies Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will integrate informational texts on topics aligned with their science and social studies into their whole group and small group reading instruction. | Curriculum Development | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |

Strategy 8:

Project-Based Learning - Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-

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Based Learning (PBL).

Category: Other - Cross-Curricular Instruction

Research Cited: <https://www.edutopia.org/pbl-research-evidence-based-components>

<http://www.bie.org/>

Tier: Tier 1

| Activity - Project-Based Learning (PBL) Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|---------------------------|
| Three classroom teachers will be trained in Project-Based Learning. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Title II Part A | Select Classroom Teachers |

| Activity - Project-Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Direct Instruction | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |

Goal 3: All students at Comstock Green Meadow Elementary will demonstrate leadership skills.

Measurable Objective 1:

demonstrate a behavior consistent with a leader and results in reducing the number of minutes students spend with the behavior interventionists by 20%. by 06/11/2019 as measured by Behavior Intervention Data.

Strategy 1:

Parent Involvement - Teachers will increase parent involvement to increase student responsibility.

Category:

Research Cited: Epstein, J.L., (1995) School/family/community partnerships: Caring for the children we share. Phi Delta Kappa, 76, 701-702.

Epstein, J.L. (2001) School, family, and community partnerships: preparing educator and improving schools. Boulder, CO: Westview.

Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G. & Simon, B.S. (1997). School, family, and community partnerships: Your handbook for action. Thousand oaks, CA: Corwin Press.

Tier:

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| Activity - Parent Letter | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| The Home & Community Connections Team will prepare and send home a letter to parents outlining our school-wide behavior plan at the beginning of the school year. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 09/30/2020 | \$0 | No Funding Required | Home & Community Connections Team |
| Activity - Positive Parent Communication | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will communicate positive feedback to parents regarding their children's behavior and academic progress on a regular basis and record this communication in their Parent Communication Log. The communication can be done in writing, over the phone, or in person. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Parent Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Parent Liaison will monitor student attendance and communicate with parents to encourage regular, consistent student attendance. When a student proves to be truant, the Parent Liaison will contact the county's truancy officer to inform him/her of the truancy. The Parent Liaison will also manage the kindergarten registration process. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Title I Schoolwide | Parent Liaison |
| Activity - Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Parent Involvement, Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$500 | Title II Part A | Instructional Coach |

Strategy 2:

Behavior Support - The Behavior Interventionists and Behavior Liaisons will provide behavior support for those students who have difficulty complying with teachers' behavior expectations to the point where they become extremely disruptive or a danger to themselves or others.

Category: School Culture

Research Cited: Sprick, Ph. D., Randy, & Garrison, Ph.D., Mickey, Interventions: Evidence-based Behavioral Strategies for Individual Students, Pacific Northwest Publishing, Eugene, OR, 97405.

Sprick, Ph.D., Randy, Booher, M.Ed., Mike, & Garrison, Ph.D., Mickey, Behavioral Response to Intervention: Creating a Continuum of Problem-Solving & Support, Pacific Northwest Publishing, Eugene, OR 97405

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Tier: Tier 2

| Activity - Behavior Interventionists | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| The Behavior Interventionists will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible. | Behavioral Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$150000 | Section 31a | Behavior Interventionists |
| Activity - Behavior Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Behavior Coach will lead teachers in reviewing behavior data, including behavior referral data, check 'n connect data, and behavior plan data, as they meet in PLC meetings twice a month. The Behavior Coach will also sit in on all Red Team meetings to share behavior data pertinent to the students being discussed, students who've demonstrated little or no improvement in behavior, and to participate in the problem solving and planning for changes in instruction. | Behavioral Support Program | Tier 2 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Behavior Coach |
| Activity - Behavior Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Behavior Coach will, in collaboration with the classroom teacher, create behavior plans for our students in need of tier 3 behavior support. The Behavior Coach will collect, monitor, and communicate data regarding the success of the plan and modify the plan as needed every 2 weeks. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Behavior Coach |
| Activity - Evaluation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will evaluate the Behavior Interventionist and Behavior Coach 2 times each year. | Walkthrough | Tier 2 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |
| Activity - Behavior Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Behavior Coach will coach teachers in meeting the needs of students who need Tier 3 behavior interventions. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$75000 | Section 31a | Behavior Coach |

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| Activity - Behavior Liaisons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| The Behavior Liaisons will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible. | Behavioral Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$50000 | General Fund | Behavior Liaisons |
| Activity - PBIS & SEL: Aligning Initiatives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Two teachers will attend KRESA's "PBIS & SEL: Aligning Initiatives" training. | Professional Learning | Tier 3 | Getting Ready | 09/25/2019 | 09/25/2019 | \$353 | Title II Part A | Principal |
| Activity - SEL in the Classroom | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Two staff will attend KRESA's "SEL in the Classroom" training. | Professional Learning | Tier 3 | Getting Ready | 11/15/2019 | 11/15/2019 | \$183 | Title II Part A | Principal |
| Activity - Trauma Informed Classrooms | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Two staff will attend KRESA's "Trauma Informed Classrooms" training. | Professional Learning | Tier 3 | Getting Ready | 10/11/2019 | 10/11/2019 | \$183 | Title II Part A | Principal |
| Activity - William Blackford: Equity in Education | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will attend "William Blackford: Reaching True Equity in Education" training. | Professional Learning | Tier 1 | Getting Ready | 08/22/2019 | 08/23/2019 | \$4000 | Title II Part A | All Staff |

Strategy 3:

Leader in Me - As a "Leader in Me" school, students, classes, and grade levels will set behavior goals for themselves, measure their progress, and display their behavior data for all stakeholders to see.

Category: School Culture

Research Cited: Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020

Tier: Tier 1

| Activity - "Leader in Me" Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" lighthouse school, including the setting of goals, measuring progress, and displaying behavior data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/09/2020 | \$1150 | Title II Part A | Principal |
| Activity - Leadership Notebooks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student will maintain a Leadership Notebook for collecting and displaying student behavior data. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Classroom Teachers |
| Activity - Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student, class, and grade level will set behavior goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Staff |
| Activity - The 7 Habits of Highly Effective People | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will teach students the 7 habits of highly effective people through integrated instruction, direct lessons, and modeling. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Staff |
| Activity - Leader in Me Symposium | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Title II Part A | Principal |
| Activity - The Leader in Me Principal Symposium | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will attend The Leader in Me Principal Symposium | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/12/2018 | \$600 | Title II Part A | Principal |
| Activity - Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | No Funding Required | Susan Caswell |
| Activity - Habit Hop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Comstock Elementary School

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|---|--|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|----------------------------|
| Our school will invite parents to a "Habit Hop" where they can hop from classroom to classroom and participate in activities that illustrate each of the 7 Habits of Highly Effective People as identified in the book by Franklin Covey. | Parent Involvement | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Special Events Action Team |
| Activity - Colt Corrals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - LIM Direct Teach/SEL Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Teachers |
| Activity - 7 Habits of Highly Effective Families | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Parent Trainers |
| Activity - Synergy Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | Title II Part A | All Staff |
| Activity - Self-Selected Student Leadership Roles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Student Voice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Comstock Elementary School

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|--|----------------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Student Lighthouse Action Team, Student Lighthouse Team |
| Activity - MEMSPA Summer Leadership Institute | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The principal will attend the MEMSPA Summer Leadership Institute. | Professional Learning | Tier 1 | Getting Ready | 07/30/2019 | 07/31/2019 | \$1000 | Title II Part A | Principal |
| Activity - Leader in Me Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our Leader in Me Coach will provide coaching in the Leader in Me process. | Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$4600 | Title II Part A | Principal, Leader in Me Coach |

Goal 4: All students at Comstock Green Meadow Elementary will be proficient in writing.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in text-dependent writing in Writing by 06/10/2022 as measured by the state assessment .

Strategy 1:

Writing to Text - At least once a month, teachers will present their students with two reading selections and be asked to respond in writing in narrative, opinion, or informative/explanatory form.

Category:

Research Cited: Collins, J. L., & Gunning, T. (Eds.), Building struggling students' higher level literacy.

Newark, DE: International Reading Association.

De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. Journal of Educational Psychology, 97, 139-156.

Graham, S., & Hebert, M. (2010). Writing to read: Evidence of how writing can improve reading. Washington, DC: Alliance for Excellent Education.

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Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99, 445–476)

Shanahan, T. (2004). Overcoming the dominance of communication: Writing to think and learn. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice*. New York: Guilford Press.

Shanahan, T. (2008). Relations among oral language, reading, and writing development. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 171-186). New York: Guilford Press.

Tierney, R. J., & Shanahan, T. (1991). Research on the reading-writing relationship: Interactions, transactions, and outcomes. In R. Barr, M. L. Kamil, P. Mosenthal, P. D. Pearson (Eds.), *Handbook of Reading Research* (pp. 246-280). New York: Longman.

Tier: Tier 1

| Activity - Lesson Planning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will incorporate text-dependent writing into their writing instruction. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Instructional Coach will model instruction on text-dependent writing, observe teachers' instruction on text-dependent writing, and provide teachers with feedback on that instruction. | Walkthrough | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$107000 | Title I Schoolwide | Instructional Coach |
| Activity - Text-Dependent Writing Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will assess their students' text-dependent writing each unit using the appropriate rubrics. | Teacher Collaboration | Tier 1 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |

Strategy 2:

Leader in Me - As a "Leader in Me" school, students, classes, and grade levels will set writing goals for themselves, measure their progress, and display their achievement data for all stakeholders to see.

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Category:

Research Cited: Covey, Stephen R., Covey, Sean, Summers, Muriel, and Hatch, David K., The Leader in Me, Simon & Schuster Paperbacks, New York, NY 10020.

Tier: Tier 1

| Activity - "Leader in Me" Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse school, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/09/2020 | \$1150 | Title II Part A | Principal |
| Activity - Leadership Notebooks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Materials, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Classroom Teachers |
| Activity - Lighthouse Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | No Funding Required | Principal |
| Activity - Goal Setting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Staff |
| Activity - Colt Corrals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - LIM Direct Teach/SEL Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Comstock Elementary School

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|---|--|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | All Teachers |
| Activity - 7 Habits of Highly Effective Families | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Title I Schoolwide | Parent Trainers |
| Activity - Leader in Me Symposium | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Title II Part A | Principal |
| Activity - Synergy Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | Title II Part A | All Staff |
| Activity - Self-Selected Student Leadership Roles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Student Voice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Student Lighthouse Action Team, Student Lighthouse Team |

Strategy 3:

Project-Based Learning - Teachers will create and implement projects that will allow them to provide instruction on standards that cross the curriculum through Project-Based Learning (PBL).

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Category: Other - Cross-Curricular Instruction

Research Cited: <https://www.edutopia.org/pbl-research-evidence-based-components>

<http://www.bie.org/>

Tier: Tier 1

| Activity - Project-Based Learning (PBL) Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--------------------------|
| Three classroom teachers will be trained in Project-Based Learning. | Professional Learning | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Title II Part A | Three Classroom Teachers |

| Activity - Project-Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | No Funding Required | Classroom Teachers |

Goal 5: All students at Comstock Green Meadow Elementary will demonstrate healthy habits.

Measurable Objective 1:

100% of All Students will demonstrate a behavior that contributes to their physical, nutritional, and social/emotional health in Health/Physical Education by 06/09/2020 as measured by the HSAT School Core Assessment and Michigan Model's pre- and post-tests..

Strategy 1:

Michigan Model for Health Curriculum - Students will receive instruction in physical activity, healthy eating, and social/emotional health by means of the Michigan Model for Health curriculum.

Category: Other - Health/Physical Education

Research Cited: Centers for Disease Control & Prevention: Health and Academic Achievement http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Health and Academic Achievement: Cumulative Effects of Health Assets on Standardized Test Scores

http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievement/JOSH_1.14.pdf

School Improvement Plan

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The Critical Connections Between Student Health and Achievement: How Schools and Policymakers Can Achieve a Positive Impact

http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf

Tier: Tier 1

| Activity - Healthy School Action Tools (HSAT) Core Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| The School Health Team will assess the effectiveness of our Health Education each year using the HSAT Core Assessment. | Behavioral Support Program | Tier 1 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal, Physical Education Teacher, School Improvement Chair |
| Activity - Michigan Model for Health Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The Michigan Model for Health Curriculum will be used to provide students with instruction on physical activity, nutrition, and social/emotional health. The physical education teacher will teach the lessons on physical activity. Our Health & Nutrition Liaison will teach the lessons on nutrition. Our Behavior Team and classroom teachers will teach the lessons on social and emotional health. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Physical Education teacher, Health and Nutrition Liaison, Behavior Team, and Classroom Teachers |
| Activity - Pre- and Post-Tests | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The physical education teacher will administer the pre- and post-tests contained in the Michigan Model for Health curriculum that measures students' progress in nutrition and physical activity. | Behavioral Support Program | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Physical Education Teacher |
| Activity - 2018 SHAPE Michigan convention for Health and Physical Educators | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Our physical education teacher will attend the 2019 SHAPE Michigan convention for Health and Physical Educators. | Professional Learning | Tier 1 | | 11/07/2019 | 11/08/2019 | \$500 | Other | Physical Education Teacher |

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| Activity - Best of Midwest Teacher Fest | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|----------------------------|
| The Physical Education teacher will attend "Best of Midwest Teacher Fest" at WMU. | Professional Learning | Tier 1 | Getting Ready | 08/15/2019 | 08/15/2019 | \$300 | Title II Part A | Physical Education Teacher |

Strategy 2:

School Health Team - The school will form a School Health Team that will oversee the school's Health/Physical Education program.

Category: Other - Health/Physical Education

Research Cited: Centers for Disease Control & Prevention: Health and Academic Achievement http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Health and Academic Achievement: Cumulative Effects of Health Assets on Standardized Test Scores

http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievement/JOSH_1.14.pdf

The Critical Connections Between Student Health and Achievement: How Schools and Policymakers Can Achieve a Positive Impact

http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf

Tier: Tier 1

| Activity - School Health Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| The school will form a School Health Team that will oversee the school's Health/Physical Education program by setting measurable meaningful goals for each school year, routinely tracking progress and sharing progress toward goals with key stakeholders 2 or more times each school year. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | No Funding Required | Principal |

Strategy 3:

Health Promoting Activities - Teachers will implement a variety of activities to improve students' physical activity, nutrition, and social/emotional health.

Category: Other - Health/Physical Education

Research Cited: Centers for Disease Control & Prevention: Health and Academic Achievement http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Health and Academic Achievement: Cumulative Effects of Health Assets on Standardized Test Scores

http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievement/JOSH_1.14.pdf

School Improvement Plan

Comstock Elementary School

The Critical Connections Between Student Health and Achievement: How Schools and Policymakers Can Achieve a Positive Impact
http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf

Tier: Tier 1

| Activity - GoNoodle Plus | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| Teachers will use GoNoodle Plus to increase their students' physical activity within the classroom. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1300 | Other | Classroom Teachers |
| Activity - Let Me Run | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will fully fund 14 boys in 4th or 5th grade to participate in Let Me Run, an extra-curricular program that provides the boys with opportunities to run and instruction in issues related to their social/emotional health. | Extra Curricular | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1540 | Other | Physical Education Teacher |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|--------|---------------|------------|------------|-------------------|---------------------|
| Leader in Me Symposium | Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Principal |
| Leader in Me Professional Development | Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/29/2018 | 06/09/2020 | \$1150 | Principal |
| PBIS & SEL: Aligning Initiatives | Two teachers will attend KRESA's "PBIS & SEL: Aligning Initiatives" training. | Professional Learning | Tier 3 | Getting Ready | 09/25/2019 | 09/25/2019 | \$353 | Principal |
| Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Parent Involvement, Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$500 | Instructional Coach |
| Trauma Informed Classrooms | Two staff will attend KRESA's "Trauma Informed Classrooms" training. | Professional Learning | Tier 3 | Getting Ready | 10/11/2019 | 10/11/2019 | \$183 | Principal |
| Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Parent Involvement, Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$500 | Instructional Coach |
| The Leader in Me Principal Symposium | The principal will attend The Leader in Me Principal Symposium | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/12/2018 | \$600 | Principal |
| "Leader in Me" Professional Development | Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse School, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1150 | Principal |
| Synergy Professional Development | Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | All Staff |

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|--|--|--|--------|---------------|------------|------------|--------|-------------------------------|
| Leader in Me Symposium | Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Principal |
| Project-Based Learning (PBL) Training | Three classroom teachers will be trained in Project-Based Learning. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Select Classroom Teachers |
| Synergy Professional Development | Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | All Staff |
| Leader in Me Symposium | Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Principal |
| Leader in Me Symposium | Select teachers will attend The Leader In Me Symposium. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1761 | Principal |
| William Blackford: Equity in Education | All staff will attend "William Blackford: Reaching True Equity in Education" training. | Professional Learning | Tier 1 | Getting Ready | 08/22/2019 | 08/23/2019 | \$4000 | All Staff |
| Maximizing Impact Through Instructional Coaching | The Instructional Coach will attend KRESA's "Maximizing Impact Through Instructional Coaching" training. | Professional Learning | Tier 1 | Getting Ready | 09/12/2019 | 09/19/2019 | \$375 | Instructional Coach |
| SEL in the Classroom | Two staff will attend KRESA's "SEL in the Classroom" training. | Professional Learning | Tier 3 | Getting Ready | 11/15/2019 | 11/15/2019 | \$183 | Principal |
| Synergy Professional Development | Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/01/2020 | \$3400 | All Staff |
| MEMSPA Summer Leadership Institute | The principal will attend the MEMSPA Summer Leadership Institute. | Professional Learning | Tier 1 | Getting Ready | 07/30/2019 | 07/31/2019 | \$1000 | Principal |
| Type 3 (Volunteering) Staff Training on Parent Involvement/Beyond the Bake Sale Book Study | The Instructional Coach will train staff on ways to encourage parents to volunteer at school and ways to use them at school to support student achievement. The book "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships" will be used. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$500 | Instructional Coach |
| "Leader in Me" Professional Development | Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" lighthouse school, including the setting of goals, measuring progress, and displaying behavior data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/09/2020 | \$1150 | Principal |
| "Leader in Me" Professional Development | Teachers will be trained in the requirements that will allow our school to maintain its status as a "Leader in Me" Lighthouse school, including the setting of goals, measuring progress, and displaying achievement data for all stakeholders to see. | Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/09/2020 | \$1150 | Principal |
| Leader in Me Coaching | Our Leader in Me Coach will provide coaching in the Leader in Me process. | Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$4600 | Principal, Leader in Me Coach |

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|---------------------------------------|--|-----------------------|--------|---------------|------------|------------|--------|----------------------------|
| Synergy Professional Development | Teachers will be trained how to work together and given opportunities to practice. | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$3400 | All Staff |
| Project-Based Learning (PBL) Training | Three classroom teachers will be trained in Project-Based Learning. | Professional Learning | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Three Classroom Teachers |
| Project-Based Learning (PBL) Training | Three classroom teachers will be trained in Project-Based Learning. | Professional Learning | Tier 1 | Getting Ready | 08/01/2018 | 06/09/2020 | \$1800 | Three Classroom Teachers |
| Best of Midwest Teacher Fest | The Physical Education teacher will attend "Best of Midwest Teacher Fest" at WMU. | Professional Learning | Tier 1 | Getting Ready | 08/15/2019 | 08/15/2019 | \$300 | Physical Education Teacher |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--|--------|-----------|------------|------------|-------------------|--------------------|
| LIM Direct Teach/SEL Skills | All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Teachers |
| LIM Direct Teach/SEL Skills | All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Teachers |
| Type 5 (Decision Making) Parent Lighthouse Team | The principal will meet with parents to help determine how to spend the Parent Involvement Title I funds. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| Behavior Data Analysis | The Behavior Coach will lead teachers in reviewing behavior data, including behavior referral data, check 'n connect data, and behavior plan data, as they meet in PLC meetings twice a month. The Behavior Coach will also sit in on all Red Team meetings to share behavior data pertinent to the students being discussed, students who've demonstrated little or no improvement in behavior, and to participate in the problem solving and planning for changes in instruction. | Behavioral Support Program | Tier 2 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | Behavior Coach |
| Type 4 (Learning At Home) Homework | Teachers will send home math fact practice as homework every Monday to be completed during the week (4 days/wk) and returned on Friday. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |

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| Behavior Planning | The Behavior Coach will, in collaboration with the classroom teacher, create behavior plans for our students in need of tier 3 behavior support. The Behavior Coach will collect, monitor, and communicate data regarding the success of the plan and modify the plan as needed every 2 weeks. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Behavior Coach |
| Project-Based Learning | Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| PLC Scheduling & Agendas | The Instructional Coach will schedule the PLCs for the year and set the agendas. | Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Student Identification | The Instructional Coach will analyze DIBELS screener data to identify students who need intensive and strategic reading intervention in each class. | Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Type 5 (Decision Making) Parent Lighthouse Team | Parents will meet with the principal to help determine how to spend the Parent Involvement Title I funds. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| Positive Parent Communication | Teachers will communicate positive feedback to parents regarding their children's behavior and academic progress on a regular basis and record this communication in their Parent Communication Log. The communication can be done in writing, over the phone, or in person. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Type 4 (Learning At Home) Book Baggies | Students in grades K-1 will take a reading log and book baggies home to read with their parents. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Student Voice | The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Student Lighthouse Action Team, Student Lighthouse Team |
| Student Voice | The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Student Lighthouse Action Team, Student Lighthouse Team |

School Improvement Plan

Comstock Elementary School

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|--|---|--|--------|---------------|------------|------------|-----|---|
| Student Voice | The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Student Lighthouse Action Team, Student Lighthouse Team |
| Individual Reading Improvement Plans | Students who fail to reach the cut score on the NWEA reading test each time it's administered will receive an individual reading improvement plan that identifies the intervention they'll receive to address their area of focus and tracks their progress throughout the school year. | Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Principal, Instructional Coach, and Classroom Teachers |
| Colt Corrals | Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Lighthouse Team | A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | Susan Caswell |
| Project-Based Learning | Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| LIM Direct Teach/SEL Skills | All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Teachers |
| Lighthouse Team | A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | Principal |
| Self-Selected Student Leadership Roles | Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Para-professional Evaluation | The principal will evaluate each para-professional. | Walkthrough | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| Goal Setting | Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Staff |

School Improvement Plan

Comstock Elementary School

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|--------------------------------------|--|----------------------------|--------|---------------|------------|------------|-----|---|
| Student Voice | The Student Lighthouse Team will collect student suggestions for improving our school and present them to the Staff Lighthouse Team. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Student Lighthouse Action Team, Student Lighthouse Team |
| Para-professional Coaching | The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback. | Walkthrough | Tier 3 | Monitor | 09/04/2018 | 11/02/2018 | \$0 | Instructional Coach |
| Michigan Model for Health Curriculum | The Michigan Model for Health Curriculum will be used to provide students with instruction on physical activity, nutrition, and social/emotional health. The physical education teacher will teach the lessons on physical activity. Our Health & Nutrition Liaison will teach the lessons on nutrition. Our Behavior Team and classroom teachers will teach the lessons on social and emotional health. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Physical Education teacher, Health and Nutrition Liaison, Behavior Team, and Classroom Teachers |
| Student Identification | Each teacher will monitor each student's progress on their daily math assignment and identify those students who fail to master each day's lesson. These students will be provided with small group instruction at the concrete level. | Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Science/Social Studies Integration | Teachers will integrate informational texts on topics aligned with their science and social studies into their whole group and small group reading instruction. | Curriculum Development | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Mathematics Discussions | Teachers will increase the amount of time students spend each week in mathematics discussions by having them complete high level mathematical tasks and asking them high level questions. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Parent Letter | The Home & Community Connections Team will prepare and send home a letter to parents outlining our school-wide behavior plan at the beginning of the school year. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 09/30/2020 | \$0 | Home & Community Connections Team |
| Progress Monitoring | The teachers and para-professionals will progress monitor their students regularly to evaluate the effectiveness of our core math program and our math intervention programs. | Academic Support Program | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Lighthouse Team | A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 09/28/2018 | \$0 | Principal |

School Improvement Plan

Comstock Elementary School

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| Colt Corrals | Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Healthy School Action Tools (HSAT) Core Assessment | The School Health Team will assess the effectiveness of our Health Education each year using the HSAT Core Assessment. | Behavioral Support Program | Tier 1 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Principal, Physical Education Teacher, School Improvement Chair |
| Goal Setting | Each student, class, and grade level will set behavior goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Staff |
| Self-Selected Student Leadership Roles | Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Training and Implementation of Intervention Programs | The Title I Math Teacher will train the para-professionals how to locate and use the math intervention resources they will use to provide math intervention. | Professional Learning | Tier 3 | Getting Ready | 09/04/2018 | 10/05/2018 | \$0 | Title I Math Teacher |
| Colt Corrals | Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Type 1 (Parenting) Assessment Booth | The Instructional Coach will operate a booth during parent/teacher conferences to teach parents how to interpret various assessment reports. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| PLC Minutes | The Instructional Coach will publish minutes for each PLC meeting. | Teacher Collaboration | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Training and Implementation of Intervention Programs | The Title I Reading Teacher will train the para-professionals in the reading intervention programs they each will implement. | Professional Learning | Tier 3 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Title I Reading Teacher |
| Self-Selected Student Leadership Roles | Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Habit Hop | Our school will invite parents to a "Habit Hop" where they can hop from classroom to classroom and participate in activities that illustrate each of the 7 Habits of Highly Effective People as identified in the book by Franklin Covey. | Parent Involvement | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Special Events Action Team |

School Improvement Plan

Comstock Elementary School

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| Lesson Planning | Teachers will incorporate text-dependent writing into their writing instruction. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Pre- and Post-Tests | The physical education teacher will administer the pre- and post-tests contained in the Michigan Model for Health curriculum that measures students' progress in nutrition and physical activity. | Behavioral Support Program | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | Physical Education Teacher |
| Close Reading | Teachers will use each week's selections and questions to provide students with practice in close reading. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Goal Setting | Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Staff |
| The 7 Habits of Highly Effective People | Teachers will teach students the 7 habits of highly effective people through integrated instruction, direct lessons, and modeling. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Staff |
| Evaluation | The principal will evaluate the Behavior Interventionist and Behavior Coach 2 times each year. | Walkthrough | Tier 2 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| PLC Scheduling & Agendas | The Instructional Coach will schedule the PLCs for the year and set the agendas. | Teacher Collaboration | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Colt Corrals | Students across grade levels will meet regularly in small groups to support one another in their understanding of the 7 Habits and Leadership Principles and the attainment of their individual WIGS. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Math Recovery | 4th and 5th grade teachers will be trained in Math Recovery. These same teachers will be provided coaching support throughout the school year in implementing the concepts and assessments of Math Recovery. | Academic Support Program | Tier 3 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | 4th and 5th Grade Teachers; KRESA Math Consultant |
| Para-professional Coaching | The Instructional Coach will observe each para-professional during instruction and provide the para-professional with feedback. | Walkthrough | Tier 3 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Para-professional Evaluation | The principal will evaluate each para-professional. | Walkthrough | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| Type 1 (Parenting) Assessment Booth | The Instructional Coach will operate a booth during parent/teacher conferences to teach parents how to interpret various assessment reports. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Project-Based Learning | Teachers will teach at least one Project-Based Learning unit per semester that provides instruction in standards across the curriculum. | Direct Instruction | Tier 1 | Implement | 08/01/2018 | 06/09/2020 | \$0 | Classroom Teachers |

School Improvement Plan

Comstock Elementary School

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|--|---|--|--------|---------------|------------|------------|-----|---------------------|
| LIM Direct Teach/SEL Skills | All teachers will provide direct instruction in the 7 Habits and Leadership Principles. They will also incorporate instruction in the Social/Emotional Learning Skills as they teach. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Teachers |
| Lighthouse Team | A Lighthouse Team will be created to oversee our efforts to become a "Leader in Me" school. | Policy and Process | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| Text-Dependent Writing Assessments | Teachers will assess their students' text-dependent writing each unit using the appropriate rubrics. | Teacher Collaboration | Tier 1 | Evaluate | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |
| Goal Setting | Each student, class, and grade level will set behavior and academic goals for each semester. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | All Staff |
| School Health Team | The school will form a School Health Team that will oversee the school's Health/Physical Education program by setting measurable meaningful goals for each school year, routinely tracking progress and sharing progress toward goals with key stakeholders 2 or more times each school year. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Principal |
| PLC Minutes | The Instructional Coach will publish minutes for each PLC meeting. | Teacher Collaboration | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$0 | Instructional Coach |
| Self-Selected Student Leadership Roles | Every student will be expected to self-select at least one Student Leadership Role. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$0 | Classroom Teachers |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|
| Leadership Notebooks | Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Classroom Teachers |
| Type 2 (Communicating) Weekly Folders | Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1200 | Classroom Teachers |
| Instructional Coach | The Instructional Coach will model close reading, observe teachers' implementation of close reading, and provide teachers with feedback on that instruction. | Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$107000 | Instructional Coach |

School Improvement Plan

Comstock Elementary School

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|---|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Leadership Notebooks | Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/12/2018 | \$1000 | Classroom Teachers |
| Instructional Coach | The Instructional Coach will model instruction on text-dependent writing, observe teachers' instruction on text-dependent writing, and provide teachers with feedback on that instruction. | Walkthrough | Tier 1 | Monitor | 09/04/2018 | 06/09/2020 | \$107000 | Instructional Coach |
| 7 Habits of Highly Effective Families | Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Parent Trainers |
| Leadership Notebooks | Each student will maintain a Leadership Notebook for collecting and displaying student behavior data. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Classroom Teachers |
| Type 2 (Communicating) Weekly Folders | Teachers will send home weekly folders containing student work, assessments, notes on parent programs/meetings/activities, and an opportunity for parents to record comments and questions for the classroom teacher. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1200 | Classroom Teachers |
| Math Intervention | The para-professionals will provide each grade level with small group interventions in math. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$44837 | Title I Math Teacher and Para-professionals |
| Type 4 (Learn at Home) Read at Home Plan/Parent Conferences | Parents of students requiring an IRIP will receive a "Read at Home Plan" which provides materials and directions for working with their child in the child's area of focus. Teachers will meet with these parents and review the "Read at Home Plan" with them during conferences. | Parent Involvement | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$5000 | Principal, Instructional Coach, and Classroom Teachers |
| 7 Habits of Highly Effective Families | Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Parent Trainers |
| 7 Habits of Highly Effective Families | Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Parent Trainers |
| Type 3 (Volunteering) Mentors/Tutors | The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk math students. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them. | Parent Involvement | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Parent Liaison (coordinating), Instructional Coach (training) |

School Improvement Plan

Comstock Elementary School

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|---------------------------------------|--|-------------------------------------|--------|-----------|------------|------------|----------|---|
| Parent Liaison | The Parent Liaison will monitor student attendance and communicate with parents to encourage regular, consistent student attendance. When a student proves to be truant, the Parent Liaison will contact the county's truancy officer to inform him/her of the truancy. The Parent Liaison will also manage the kindergarten registration process. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Parent Liaison |
| 7 Habits of Highly Effective Families | Our parents will be trained in the 7 Habits of Highly Effective Families. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Parent Trainers |
| Reading Interventions | The para-professionals will provide each grade level with small group Tier II reading intervention. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$158000 | Title I Reading Teacher and Para-professionals |
| Leadership Notebooks | Each student will maintain a Leadership Notebook for collecting and displaying student achievement data. | Materials, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | Classroom Teachers |
| Type 3 (Volunteering) Mentors/Tutors | The Parent Liaison and Instructional Coach will increase the number of mentors/tutors working with our at-risk readers. We need a Parent Liaison to coordinate volunteers and the Instructional Coach will develop and train them. | Parent Involvement | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$25000 | Parent Liaison (coordinating), Instructional Coach (training) |
| Title I Math Teacher | The Title I Math Teacher will provide group and individual instruction in math for students who meet state and federal guidelines for Title I support. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$111000 | Title I Math Teacher |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|----------------------------|--------|-----------|------------|------------|-------------------|--------------------|
| Ready Classroom | Teachers will begin using Ready Classroom for their core math instruction. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$57373 | Classroom Teachers |
| Behavior Liaisons | The Behavior Liaisons will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible. | Behavioral Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$50000 | Behavior Liaisons |

School Improvement Plan

Comstock Elementary School

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|----------------------------|--------|-----------|------------|------------|-------------------|--|
| Behavior Interventionists | The Behavior Interventionists will intervene when a student becomes extremely disruptive or a danger to himself or others by de-escalating the student to the point he/she may remain in the classroom or by removing the student from the classroom should de-escalation prove to be impossible. | Behavioral Support Program | Tier 2 | Implement | 09/04/2018 | 06/09/2020 | \$150000 | Behavior Interventionists |
| Moby Max | Teachers will use the web-based program Mobly Max to supplement their instruction in Reading and Math. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$5992 | Classroom Teachers |
| Moby Max | Teachers will use the web-based program Mobly Max to supplement their instruction in Reading and Math. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$5992 | Classroom Teachers |
| Behavior Coaching | The Behavior Coach will coach teachers in meeting the needs of students who need Tier 3 behavior interventions. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$75000 | Behavior Coach |
| iReady | Teachers and paraprofessionals will use iReady for their Tier II math intervention. | Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$70691 | Classroom Teachers & Paraprofessionals |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|----------------------------|--------|---------------|------------|------------|-------------------|----------------------------|
| Progress Monitoring | The teachers will progress monitor their students regularly to evaluate the effectiveness of our core reading program and our reading intervention programs. | Academic Support Program | Tier 3 | Evaluate | 09/04/2018 | 06/09/2020 | \$2000 | Classroom Teachers |
| Let Me Run | We will fully fund 14 boys in 4th or 5th grade to participate in Let Me Run, an extra-curricular program that provides the boys with opportunities to run and instruction in issues related to their social/emotional health. | Extra Curricular | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1540 | Physical Education Teacher |
| Reading A-Z | Each teacher will be provided with a Reading A-Z subscription to provide additional material for guided reading instruction and at-home reading. | Materials | Tier 1 | Getting Ready | 09/04/2018 | 06/09/2020 | \$1000 | Instructional Coach |
| GoNoodle Plus | Teachers will use GoNoodle Plus to increase their students' physical activity within the classroom. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1300 | Classroom Teachers |

School Improvement Plan

Comstock Elementary School

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| 2018 SHAPE Michigan convention for Health and Physical Educators | Our physical education teacher will attend the 2019 SHAPE Michigan convention for Health and Physical Educators. | Professional Learning | Tier 1 | | 11/07/2019 | 11/08/2019 | \$500 | Physical Education Teacher |
|--|--|-----------------------|--------|--|------------|------------|-------|----------------------------|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Reading Stamina | Teachers will teach students to increase their reading stamina by setting goals, providing time for silent sustained reading free from interruption, and timing students as they read. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$200 | Classroom Teachers |
| Type 4 (Learn at Home) Literacy Night | Our National Honor Society students will work together with our Instructional Coach to plan and hold an evening of reading stations. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$1000 | National Honor Society Advisor Instructional Coach |
| Classroom Libraries | Books will be purchased to expand classroom libraries so they offer books on many different topics at many different levels of complexity. | Materials | Tier 1 | Implement | 09/04/2018 | 06/09/2020 | \$4000 | Susan Caswell |
| Title I Reading Teacher | The Title I Reading Teacher will provide group and individual instruction in reading for students who meet state and federal guidelines for Title I support. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/09/2020 | \$78000 | Title I Reading Teacher |