



School Improvement Plan

Grant Primary Center

Grant Public School District

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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?

Grant Primary Center conducted the following needs assessment with a school wide planning team that consisted of teachers from each grade level and content area, special education teachers, Title 1 teachers, the principal, assistant principal and parents. Data was taken from the BAA secure site, MISchool Data, Our School Data warehouse (a school based student achievement database including multiple sources of assessment data), Eidex and survey data from staff, students and parents/community. We have also been a part of the HIL grant with WMU and have used our leadership team to dissect data and determine needs.

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?

In our CNA we found significant gaps between our "all school" population and our Title 1 (academically at-risk) population. In our Program Evaluation Tool report this year--we really focused on how well we are closing the gap between our non subgroup and our Tier 2/Tier 3 intervention kids (which include our ELL and ED students). We want to be sure we are making academic gains with our interventions. This gap was present in Reading and Math.

We discussed the need to increase our knowledge and practice of differentiated instruction.

Our perception data suggested a need for more math support--professional development for teachers and academic support for students as suggested by parents. As a team, we have been creating a plan for consistent time, frequency and tools in Math and ELA to ensure equitable instruction through all classrooms.

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 areas of priority this year will be to:

Continue to increase differentiation in our classrooms

Increase parent engagement through monthly strategic events

Increase math support by scheduling PD focused on math instruction and ensuring all staff are trained in AVMR for tier one math support.

Also, continue with current reading support and provide additional coaching related to the 10 Essentials to strengthen consistency in small group reading instruction and tie all instruction to the essentials.

Use a math and literacy coach to have ongoing, embedded professional development to grow our teachers in instructional best practices and begin to build our own teacher leaders among our staff.

These goals were developed with MAP data, My Math pre/post test data, DIBELS data and Fountas & Pinnell Running Record Data. The above goals are detailed further in our Goals and Plans section.

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?

The goals address the needs of the whole school population through developing teachers to have a strong Tier 1 support system through PD, book studies and academic coaches.

Recognition is paid to meeting the needs of children who are disadvantaged through our Title 1/At-Risk reading and math services and PD related to meeting the needs of struggling/disadvantaged students.

Component 2: Schoolwide Reform Strategies

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

Differentiated instruction

Staff PD in reading and math and breaking down NWEA data for increased effectiveness in classroom instruction based on data and planning instruction with this data during regular data dialogues

Parent Engagement

Parent Communication

Academic Coaches for Teachers

Reading and Math Intervention Teachers for student support

AVMR Training (math) for Tier 1 teachers

Data Dialogues with help of an outside data coach through HIL grant project

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).

Progress Monitoring

We have one Champion trained AVMR teacher and another one being trained this summer to train and support all of our teachers. We have one teacher trained in the fraction instructional system as well and she will be working with 3rd, 4th and middle school teachers to strengthen fraction instructional practices

Peer Coaching

PLC work to reflect on data and use it to drive instructional practices--all PLCs are using SMART goals to drive instruction

Academic Coaches

Professional Reading--book studies

Regular data reviews during Instructional Management Team meetings and PLC meetings

We will use the above strategies and research-based methods to ensure high quality instruction is modeled, practice and used in all of our classrooms to increase student learning for all students. We will also use these methods to identify who needs additional instruction to give them the same advantages of learning as their more advanced peers.

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

The strategies we listed are directly linked to our CNA findings of increasing reading and math scores and increasing awareness in oral and written best practices for teachers in Tier 1.

We will have internal, highly trained coaches in math and literacy

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We will have our speech therapists provide PD and coaching to our classroom teachers

We will use our PLC time to discuss strategies and use data to inform instruction moving forward.

We will have all staff trained in AVMR

We will have 3-4 data dialogue days during the year

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.

We use a clear and articulated plan for identifying student who are failing or most at risk. We use our multiple screens to have 2-4 data points to determine the most needy students. This plan is written out and all staff have access and input into the process.

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

Grant Primary Center & Elementary

Title I Reading Support Qualifiers

Kindergarten

Criteria for Qualifying for Kindergarten Letter/Sound Intervention: A kindergarten student will qualify for intervention support if they score in the following range based on the Letter/Sound Identification assessment:

Assessment in September

Score

MLPP Letter Identification

9 or less

Criteria for Discontinuing Services: A Kindergarten student will be discontinued from our Title I Letter/Sound Intervention when all letters and sounds are mastered.

Mid-Year Criteria for Qualifying for Title I Reading Support: Starting in January, a Kindergarten student will receive Title I Reading support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

January

Below A

March

A or below

May

B or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a Kindergarten student qualifies for Title I services.

Month of the Year

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MAP Percentile

September

Below the 35th percentile

January

Below the 35th percentile

May

Below the 35th percentile

DI First Criteria for Qualifying: A Kindergarten Dual Immersion student will receive Title I literacy support if he/she scores in the following ranges:

Month of the Year

Score

September

Letter/Sound ID less than 3

January

Below A (F & P)

March

Below A (Spanish Learners), A or Below A (EL)

May

A or Below (Spanish Learner), B or Below (EL)

DI Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a Kindergarten student qualifies for Title I services.

Month of the Year

Qualifier

September

Below the 20th percentile on MAP Test

January

Letter/Sound ID less than 25

May

Below the 20th percentile

Dual Immersion EL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion Interventionist.

Month of the Year

Score

September

Letter/Sound ID less than 3 and below the 30th percentile on MAP

January

Letter/Sound ID less than 30 and Below A

March

Below A (Spanish Learners) A or Below A (EL)

May

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A or Below (Spanish Learner) B or Below (EL)

First Grade

First Criteria for Qualifying: A first grade student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

B or below

November

C or below

January

E or below

March

F or below

May

H or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a first grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

DI First Criteria for Qualifying: A first grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Spanish Reading Level

September

B or below

January

E or below

March

F or below

DI Second Criteria for Qualifying: Open syllable identification can also be used to determine if a first grade student qualifies for Title 1 services.

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Month of the Year

Score

September

10 or less open syllables in 30 seconds

January

10 WPM or less (IDEL)

May

TBD

Dual Immersion ELL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion Interventionist.

Month of the Year

Score

September

15 or less open syllables

January

F or Below, 22 or less WPM (IDEL)

March

TBD

May

TBD

Criteria for Discontinuing Services: A first grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

C or above

November

D or above

January

F or above

March

G or above

May

I or above

DI Criteria for Discontinuing Title Services: A first grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the following guidelines:

Month of the Year

Instructional Spanish Reading Level

September

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C or above

January

F or above

March

G or above

Second Grade

First Criteria for Qualifying: A second grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

H or below

November

I or below

January

J or below

March

K or below

May

L or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a second grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

DI Criteria for Qualifying: A second grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Spanish Reading Level

September

F or below

January

I or below

April

K or below

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DI Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a second grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Dual Immersion EL, migrant and at-risk students will also receive support through a trained paraprofessional under the supervision of the Dual Immersion interventionist.

Month of the Year

Instructional Reading Level

September

Below the 25th percentile, G or below

January

Below the 25th percentile, J or below

May

Below the 25th percentile, L or below

Criteria for Discontinuing Services: A second grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

I or above

November

J or above

January

K or above

March

L or above

May

M or above

DI Criteria for Discontinuing Services: A second grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

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Spanish Reading Level

September

H or above

January

K or above

April

L or above

Third Grade

First Criteria for Qualifying: A third grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

Instructional Reading Level

September

K or below

November

L or below

January

M or below

May

O or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a third grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Third Criteria for Qualifying: Any student that scores a 1 or a 2 on the M-STEP Reading assessment will also be considered for Title I support.

DI Criteria for Qualifying: A third grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

English Reading Level

Spanish Reading Level

September

I or below

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K or below

November

J or below

K or below

January

K or below

M or below

April

L or below

N or below

Criteria for Discontinuing Services: A third grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

M or above

November

N or above

January

O or above

May

P or above

DI Criteria for Discontinuing Services: A third grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

English Reading Level

Spanish Reading Level

September

J or above

M or above

January

L or above

N or above

April

M or above

O or above

Fourth Grade

First Criteria for Qualifying: A fourth grade student will receive Title I literacy support if he/she is reading below grade level based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is below grade level:

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Month of the Year

Instructional Reading Level

September

N or below

November

N or below

January

O or below

March

P or below

May

Q or below

Second Criteria for Qualifying: The NWEA MAP Reading assessment results can also be used to determine if a fourth grade student qualifies for Title I services.

Month of the Year

MAP Percentile

September

Below the 25th percentile

January

Below the 25th percentile

May

Below the 25th percentile

Third Criteria for Qualifying: Any student that scores a 1 or a 2 on the M-STEP Reading assessment will also be considered for Title I support.

DI Criteria for Qualifying: A fourth grade Dual Immersion student will receive Title I literacy support if he/she is reading below grade level as determined by our qualifiers based on a Fountas and Pinnell Benchmark Reading Record in Spanish. The following guidelines will be used to determine if a student is below grade level:

Month of the Year

English Reading Level

Spanish Reading Level

September

L or below

N or below

November

N or below

N or below

January

O or below

N or below

April

Q or below

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N or below

Criteria for Discontinuing Services: A third grade student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

Instructional Reading Level

September

O or above

November

P or above

January

Q or above

March

R or above

May

S or above

DI Criteria for Discontinuing Services: A fourth grade Dual Immersion student will be discontinued from our Title I Reading Program if he/she meets the level of proficiency based on a Fountas and Pinnell Benchmark Reading Record. The following guidelines will be used to determine if a student is proficient:

Month of the Year

English Reading Level

Spanish Reading Level

September

N or above

O or above

January

P or above

O or above

April

R or above

O or above

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 | The instructional paraprofessionals at Grant Elementary School meet all state and federal requirements to obtain the highly qualified status. | |

| 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 | The instructional staff at Grant Primary Center meet all state and federal requirements to obtain the highly qualified status. The staff updates their credentials with our central office to maintain accurate records. The non-tentured staff also submits annual logs documenting their professional development activities for the year to our central office. Staff is only assigned to positions in their qualification area. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

There will be 0% teacher turnover this year.

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

Our teachers have an average of 17 years of teaching experience.

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

We utilize a variety of strategies to attract high quality teachers to Grant Primary Center. These strategies include:

- Competitive salary and benefits package
- Mentor teacher program for beginning teachers
- Extensive professional development opportunities at school or through our local RESA
- We include teachers in the school improvement process, and several other school/district initiatives
- Up to date curriculum resources
- IEE coaches available for support and growth
- On-line job recruitment
- Dual Immersion Program
- PLC time each month to collaborate with peers
- Participation in local PD opportunities
- Adequate funding to set up a classrooms including supplies, furniture and a classroom library
- Teachers are provided with iPads and MACBooks and regularly updated additional classroom technology

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

We utilize a variety of strategies to attract high quality teachers to Grant Primary Center. These strategies include:

- Competitive salary and benefits package with teachers receiving a salary raise this year and next
- Mentor teacher program for beginning teachers
- Extensive professional development opportunities at school or through our local RESA
- We include teachers in the school improvement process, and several other school/district initiatives
- Up to date curriculum resources
- On-line job recruitment
- Access to up to date technology tools and software

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

na

Component 5: High Quality and Ongoing Professional Development

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

Staff has received on-going PD in the area of math and reading from outside consultants who have come to the school to do large group sessions. Staff will have additional training in writing instruction this year from our RESA. We have a highly developed reading and math coach(es) to work side by side our staff all year long. We are involved in the HIL project through WMU and have an assigned coach and \$ resources to help us work on the 3 goals identified through our instructional round process.

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

At the PC and EL, we are committed to using our Title 2A money to continue to train all teachers in the AVMR (math) model to increase our effectiveness in our Tier 1, 2 and 3 models of math instruction. We will also work with NCRESA this year through a large grant they received to increase our reading instructional practices with training and growing a local literacy coach. We will also have a half time literacy coach on staff all year. We also have a coach from HIL project for the next 2 years to support principal, assistant principal, literacy coach and teachers in data growth.

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

Component 6: Strategies to Increase Parental Involvement

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

Our parents have several opportunities to become involved in our schoolwide plan:

We have our annual Title 1 Parent information night and ask parents for their input on our programming in the core areas.

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a parent survey.

We will also be offering MONTHLY parent engagement events at school this year to help parents connect to school and partner with us to increase achievement.

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

During our fall conferences, parents are asked to join the school in implementing our schoolwide plan by signing our Parent-Student-Teacher Compact enlisting their commitment to help their child meet our schoolwide academic goals.

Parents are asked to attend our Parent Education Family Learning Events throughout the year so they can learn more about our curriculum and learn ways to help their child with their learning at home.

Parents attend Parent/Teacher Conferences 2 times each year to discuss their child's progress towards the goals in our plan and learn additional ways they may be able to help their child have success at home.

Parents are given a quarterly newsletter with tips on practicing reading and math at home in English and Spanish.

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

Our parents are encouraged to evaluate our schoolwide plan in several ways:

We have our annual Title 1 Parent information night and ask parents for their input on our programming in the core areas.

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a year-end parent survey.

| 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 | | involvement plan |

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

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business. Part of these meetings involved asking parents to evaluate how things are going from the "parent perspective". The principal discusses academic goals and programming and seeks input from parents on if they believe the school is achieving academic goals and seeks ideas for programming needs moving forward.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a yearly parent survey.

Parents are encouraged to volunteer in many areas of our school.

Parent/Teacher conferences 2 times each year.

School Newsletter, Title 1 Newsletter, Classroom Newsletters monthly

Informative website in both Spanish and English

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

The principal meets monthly with a group of parents from the Primary Center and Elementary School (Brown Bag Parent Group) and discusses academic programming, Title 1 programming/spending and other school related business. Part of these meetings involved asking parents to evaluate how things are going from the "parent perspective". The principal discusses academic goals and programming and seeks input from parents on if they believe the school is achieving academic goals and seeks ideas for programming needs moving forward.

Parent representatives are part of our building School Improvement Team.

Parents are also involved by providing our school with perception data through a yearly parent survey.

This spring and last spring we took a parent survey connected to reading participation with 10 specific areas to monitor and we will use this data to help us evaluate the parent education we plan to do this year and build events around "need" areas.

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

The staff, Brown Bag Parent Group and School Improvement team use all evaluation information to affirm or improve the schoolwide plan. Each group has a meeting in the spring to discuss how to use our allocated Title 1/Title 2A/31a/Title 3C/Title 4 funding each year to ensure our school wide program is meeting the needs of our students. We use the evaluative feedback we have received during these meetings to plan future supports.

We will also use the survey feedback to guide future parent engagement events and instruction.

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

The school-parent compact was developed with collaborative between staff and parents. We update the compact regularly during a staff meeting and/or a Brown Bag Parent Group meeting.

We print the compact as a carbon triplicate form for ease of making sure all stakeholders have a copy of their commitment.

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

Teachers review the compact with their students during school hours and work with each child to commit to their portion of the compact (there is a space for students to add an idea on how they can help if they have something they want to add). Next, the teacher reviews the compact with parents as part of their fall conference time...there is also a spot for the teacher and the parent to add an additional idea to the compact, if needed, to meet specific needs of the individual child.

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

na

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

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

We have a significant hispanic population and therefore, we translate any/all important information into Spanish for families who need it. We post all of our Newsletters online in English and Spanish. We post our Title 1 Parent-Teacher-Student Compact online in Spanish and English and have it in both languages during fall conferences. We have several people on staff to help translate during parent meetings so all parents, regardless of their language, can have involvement in their child's education.

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?

Our Preschool and Kindergarten staff meet annually to discuss/plan transition activities. This year our plan for transitioning our preschool students to the Primary Center include:

1. A classroom visit to the kindergarten classrooms.
2. A transition book with pictures of people and places in the building that will be visited by the incoming Prek student (i.e. library, classroom, gym, cafeteria, etc.)
3. Kindergarten teachers visited the preschool rooms to read a story and do some screening in their own environment.
4. Kindergarten informational meeting in the spring for Preschool parents.
5. Preschool students are invited to tour the school in the summer and use the playground to gain familiarity.
6. The preschool staff helps in hallways and cafeteria in the fall to support transition.
7. Preschool teachers bring a summer "readiness" packet to each family at their last home visit of the year. (packet developed in collaboration with preschool and kindergarten staff).
8. The Principal has a welcome back message posted on our website and reads a book to the students so students can be familiar with what Principal looks like.

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?

Parent training and opportunities for our preschool parents is provided through our county's RESA--the RESA is the governing body for our preschool programs. Their program director and teachers meet with the kindergarten staff and principal to ask for areas to concentrate on for parent learning as they prepare for kindergarten. They have also shared with parents a readiness list our kindergarten teachers created based on our school-based assessments identifying struggling areas for kindergarteners.

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?

Teachers meet in well-established PLC groups 1-3 times each month to discuss student data and growth on school-based assessments. Teachers work with their PLC groups to determine areas of strength and weakness in their instruction and then form SMART goals and instructional plans for modifying/continuing instruction.

When teachers identify struggling students from their data, they talk to the principal or social worker and request a Child Study Team meeting to dig deeper into the child's learning needs. The child's parent is a part of this meeting and is asked to help the school with whatever interventions are suggested.

Teachers use school based data to determine which students will qualify for additional help in reading and math through our Title 1 programming.

We have an Instructional Management Team meeting 3-4 times each year. This team looks at the entire school's data and identifies students who are struggling and may need additional support based on data.

We have data dialogue meetings 2-4 times this year to review assessments and plan for flexible instruction.

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

Teachers meet in well-established PLC groups 1-3 times each month to discuss student data and growth on school-based assessments.

Teachers work with their PLC groups to determine areas of strength and weakness in their instruction and then form SMART goals instructional plans for modifying/continuing instruction through flexible groups and whole group instruction.

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.

na--this building is K-1st

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?

na

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

Classroom teachers use differentiated instruction in all core academic areas to work towards meeting the needs of students within the classroom.

Reading:

Teachers use the guided reading method of instruction. They all use the Fountas and Pinnell benchmarking system to identify each child's reading level and then build differentiated reading groups for all students based on this information. Students are able to read at their instructional level with the teacher in regular reading groups. Classroom teachers also use Lexia Core 5 for students to differentiate literacy instruction through technology.

Math:

Teachers use many strategies to differentiate their math instruction: skill building center work, manipulative use for students who need concrete aides, they use the IXL program with students and designate struggling areas for individual students to spend more time practicing-- they also create additional opportunities for students to practice math skills through multi-leveled math practice games.

All classroom teachers employ the strategies of AVMR in their instructional groups to support struggling mathematicians.

Science and Social Studies:

Our school has added a significant amount of leveled readers to our Leveled Library in the areas of science and social studies. Teacher use these books to differentiate instruction in their classroom in science and social studies by ensuring that all students have access to a level of book consistent with their independent reading level. We have multiple levels of books on a common topic so all students can read about a science/social study topic at their own level and share information in group work based on their new learning.

We have also committed to purchasing the NatGeo science curriculum tools to support classroom science instruction.

Differentiation is an ongoing topic of conversation during our PD/PLC time as a staff. We are also focusing on using measurable learning targets to help students identify when they have learning success and encouraging them to provide evidence of their own learning.

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.

Grant Primary Center and Elementary Schools coordinate and integrate funds from Title I, Title II A, Title III, Title IIIc, 31a, Parent Organization Funds and district general funds to support a variety of programs as depicted below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role in achieving our schoolwide goals.

Federal Resources: Title 1, Title 2A, Title III, Title IIIc, Title IV

State Resources: 31a

Local: Parent Organization funds, district general funds, Fremont Area Foundation Mini-Grant funds, various misc. grants

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.

1. CNA--general funds for committee work sessions for disaggregating data and discussing/setting goals.
2. Schoolwide reform strategies: Title 1, Title 2A, General Fund, 31A for implement the goals outline earlier in this section.
3. Highly Qualified Staff: Title 1, Title 2A, Title 3, General Fund and 31A to hire, retain and develop all staff
4. Attract and Retain HQ staff: Title 1, Title 2A, Title 3, General Fund and 31A to hire, retain and develop all staff
5. Professional Development: Title 2A for coaches and PD opportunities
6. Parental Involvement: Title 1 and general fund to do family learning nights and send regular communication to all parents
7. Preschool Transition: N/A for this building (NCRESA funds all PreK)
8. Assessment Decisions: General fund for PLC group work and team meetings
9. Timely and Additional Assistance: Title 1, Title 2A and 31a for Intervention Teachers
10. Coordination & Integration of Federal, State and Local Resources: General fund for working time and group work to ensure coordination

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.

Universal Free lunch program

Universal Free breakfast program

Homeless coordinator

School Social Worker

Personal Safety program through Newaygo County

CATCH programming through Spectrum Hospital

Families Together (funding for family needs from local area foundation)

Math/Science support through the Regional Math/Science Center

Wrap Around Services through Newaygo County CMH

School Improvement Plan

Grant Primary Center

DHHS worker on school district grounds

Health Center available on school district grounds

Be Nice Program

True North Weekend Food Bags

True North housing/heating services

Evaluation:

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

We use our school improvement team meetings and instructional management team meetings to review progress 3 times each year--these teams include parents, teachers, paraprofessionals, principal, assistant principal and occasional students.

We also use our perception data from parents, students and staff annually to evaluate schoolwide programming.

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

We use our school improvement team meetings, PLC meetings and instructional management team meetings to review student achievement data from our local assessments (throughout the year) and the M-Step (annually)--these teams include parents, teachers, paraprofessionals, principal, assistant principal and occasional students.

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.

We are monitoring program effectiveness by reviewing our local assessment data in our IMT meetings 3-4 times each year. PLC teams look at grade level achievement data monthly to monitor effectiveness and parents are invited to attend conferences 2 times each year to monitor their student's academic growth. Parents are also represented on our school improvement team which monitors effectiveness of programs throughout the year. Identified students have IRIPs and parents meet with teachers, interventionists and building leaders throughout the school year to monitor and adjust the IRIP for optimum student success. Students have access to sign up for the after school program where they can get additional support in reading and math.

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?

We consider student data, teacher input and parent input as we consider student improvement or lack of improvement and use our child study team to monitor and adjust plans for students as necessary throughout the year. The child study team consists of the principal, school social worker, classroom teacher, intervention teachers, local agencies (if applicable) and parents.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All Grant Primary Center students will increase their proficiency in math. | Objectives: 1 Strategies: 5 Activities: 8 | Academic | \$120780 |
| 2 | All Grant Primary Center students will increase their proficiency in reading. | Objectives: 1 Strategies: 4 Activities: 10 | Academic | \$167350 |
| 3 | All Grant Primary Center students will increase their proficiency in written and oral expression. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$1500 |
| 4 | All Primary Center students will have opportunities to make good behavior decisions at school and have access to additional support to ensure behavior does not interfere with academic growth. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$179000 |

Goal 1: All Grant Primary Center students will increase their proficiency in math.

Measurable Objective 1:

A 100% increase of Kindergarten and First grade students will demonstrate a proficiency of 5% overall growth reaching end of year mean target (from 54%-59% proficient in 1st grade and 58%-63% proficient in Kindergarten) in Mathematics by 06/05/2020 as measured by Spring 2020 NWEA MAPS scores.

Strategy 1:

Differentiated Instruction - All staff will use differentiation strategies to help meet the needs of all learners--making sure that their teaching is specific to individual learning needs. They will work to use the format of teaching math in whole group and small flexible math groups to ensure differentiation for all students. We will use strategies learned in AVMR training to increase small group math instructional practices. We will set SMART goals in math to plan for flexible math group instruction.

Category: Mathematics

Research Cited: Minilessons for Extending Addition and Subtraction: A Yearlong Resource (Contexts for Learning Mathematics)

Uttenbogaard, Willem

Intentional Talk: How to Structure and Lead Productive Mathematical Discussion by Elham Kazemi & Allison Hintz

Math Sense by Christine Moynihan

PD through KISD for Math Leadership team

Tier: Tier 1

| Activity - Math Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| We have one teacher trained as a Math Recovery trainer to use as a math coach for our staff. She is fully licensed to instruct AVMR 1 and 2 to our staff. We love having this resource "in house" at GPS. We have an additional teacher being trained as a Math Recovery trainer summer 2019. | Professional Learning | Tier 1 | Implement | 06/01/2017 | 08/28/2020 | \$5000 | Title I Part A | Principal Math Recovery trainers Math Coach Math Intervention Teachers Classroom Teachers |

| Activity - IXL Math Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will use the IXL computerized math program to differentiate math practice for all students. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2020 | \$1200 | General Fund | Principal Technology Director Classroom Teachers Students |

School Improvement Plan

Grant Primary Center

Strategy 2:

Staff Book Study - Staff will read and discuss chosen book to increase their knowledge in up to date math instruction. They will also use their book as an ongoing topic of peer discussion during their PLC meetings throughout the year.

Category: Mathematics

Research Cited: Minilessons for Extending Addition and Subtraction: A Yearlong Resource (Contexts for Learning Mathematics)

Uttenbogaard, Willem

Tier: Tier 1

| Activity - Staff Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will read a math instructional book chosen by their grade level PLC to increase understanding of math instructional practices. | Professional Learning | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$500 | General Fund | Principal Asst. Principal Classroom teachers IEE Coach Math Intervention ist |

Strategy 3:

Parent Involvement - GPC will create opportunities to increase parent knowledge and skills in the area of math instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: Mathematics

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement (MDE Website)

Tier: Tier 1

| Activity - Family Math Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Families will be encouraged to attend the Family Math Night to learn ideas for bringing math instruction into their homes. They will also receive literature and tools to take home and read for increasing math at home. | Parent Involvement | Tier 1 | Implement | 08/28/2017 | 06/30/2020 | \$500 | Title I Part A | Principal Asst. Principal Classroom Teachers Math Intervention Teachers Parents Students |

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| Activity - Parent Newsletter | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| School will send home parent newsletter quarterly in Spanish and English sharing math tips for parents to use at home. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$200 | General Fund | Principal Intervention Staff Teachers Students Parents |

Strategy 4:

Math Intervention - All staff will use MAP testing results to determine students who are at-risk in math achievement. The math intervention teachers will work with students in a Tier2/Tier3 capacity in small flexible groups or one on one to help close student achievement gaps.

Category: Mathematics

Research Cited: AVMR 1 and 2

AVMR & Math Recovery

AVMR 1 and 2

Math Recovery

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 2

| Activity - Math Intervention Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------------------|---|
| Teacher will use intervention strategies to support students with additional math instruction. Teacher will use strategies and data from Math Recovery to provide tier 2 and 3 support and the specific construct connected to student needs. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/05/2020 | \$103880 | Title IV Part A, Title I Part A | Principal Asst. Principal Math Intervention Teacher Teaching Staff MAISD Math Recovery trainer |

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| Activity - Math Paraprofessional Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--|--|
| This staff member will work under the supervision of the principal and the math interventionists to provide Tier 2/3 assistance to at-risk math students based on need. | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$8500 | Section 31a, Title I Part C, Title III | principal math interventionist math paraprofessional |

Strategy 5:

Staff PD: Math Recovery - New teachers will be trained in the practice of Math Recovery and will then use their new learning as a tier 1 classroom teacher to better differentiate student instruction and to better understand what students must do to continue to move forward as mathematicians.

Category: Mathematics

Research Cited: White"paper"by:"" US"Math"Recovery@"Council" "

Math"Recovery@"Overview:"" An"elementary"school"implementation"of"an"early"intervention"program"to" identify"and"service"of"lowBattaining"mathematics"students" "

Related"program" ""Add+VantageMR@:""Efficient"and"effective"assessment"to"support"using"data" to"make"instructional"decisions""

Prepared"by:" Christina"Miller,"Director"of"Programming" "

With"Contributions"from"" Robert"Wright,"Ph.D.,"Southern"Cross"University"Australia," Developer"of"the"Math"Recovery@"Program"

Ann"Stafford,"founder"of"US"Math"Recovery@"Council" Pamela"Tabor,"Ph.D.,"member"of"inaugural"US"Math"Recovery@"Board"of" Directors"

Tier: Tier 1

| Activity - Math Recovery PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------------------|--|
| New teachers from Grant PC will be trained in Math Recovery during the 19-20 school year. | Professional Learning | Tier 1 | Getting Ready | 06/30/2017 | 06/30/2020 | \$1000 | General Fund, Title II Part A | principal Asst. Principal Math Recovery trainer (GPS staff member) intervention teachers classroom teachers MAISD staff member |

Goal 2: All Grant Primary Center students will increase their proficiency in reading.

Measurable Objective 1:

A 100% increase of Kindergarten and First grade students will demonstrate a proficiency of 5% overall growth reaching end of year mean target (from 40%-45% proficient in 1st grade and 44%-49% proficient in Kindergarten) in English Language Arts by 06/30/2020 as measured by Spring 2020 MAPS scores.

Strategy 1:

Differentiated Instruction - All staff will use small group instruction as part of teaching reading to all students. Teachers will use the Fountas and Pinnell Benchmarking system to determine each child's reading level and include children in reading groups that match their instructional reading levels.

Category: English/Language Arts

Research Cited: What Really Matters Most for Struggling Readers by Richard Allington

Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers by Jennifer Serravallo

Fountas and Pinnell--LLI System Research

The Fluent Reader by Tim Rasinski

Tier: Tier 1

| Activity - Literacy Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| The literacy coach will work with classroom teachers to help them better understand small group instruction. They will model current best practices for small group guided reading instruction and discuss ideas for increasing differentiation in the classroom with teachers. This is a new concept made possible with a grant from NCRESA to locally train and use a literacy coach on our own staff. This grant and coaching training will continue again for the 17-18 school year with the coach focusing on the 10 literacy principles for classroom support. | Professional Learning | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$26750 | Title II Part A | Principal Classroom Teachers Literacy Coach |
| Activity - Leveled Library | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| As our readers continue to progress, we will purchase leveled readers to add to our Leveled Library to meet the needs of teachers/students to continue differentiated small group reading instruction. We are also added leveled reader in Spanish to meet the needs of our Dual Immersion and ELL readers. | Materials, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 09/08/2015 | 06/30/2020 | \$3000 | General Fund | Principal Reading teachers classroom teachers |

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| Activity - Lexia Core 5 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Tier 1 classroom teachers will use Lexia Core 5 for all students to give additional tier 1 support in a technology supported/differentiated program. | Technology , Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2020 | \$9000 | Other | principal classroom teachers technology director intervention teachers |

| Activity - Data Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will participate in 3-4 data dialogue meetings during the year to breakdown classroom and grade level data to drive differentiated instruction and interventions. | Academic Support Program | Tier 1 | Implement | 04/30/2018 | 06/12/2020 | \$750 | General Fund | principal asst. principal HIL coach teachers intervention ists secretaries |

Strategy 2:

Reading Intervention - All staff will use MAP, MLPP, Words Their Way Spelling Inventory and Fountas and Pinnell testing results to determine students who are at-risk in reading achievement. The reading intervention teachers will work with students in a Tier 2 and Tier 3 capacity in small flexible groups or one on one to help close student achievement gaps.

Category: English/Language Arts

Research Cited: All staff will use MAP, Words Their Way Spelling Inventory , MLPP and Fountas and Pinnell testing results to determine students who are at-risk in reading achievement. The reading intervention teachers will work with students in a Tier 2 and Tier 3 capacity in small groups or one on one to help close student achievement gaps.

Tier: Tier 2

| Activity - Title 1 Reading Teachers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-----------------------------|---|
| Teachers (1.5) will use intervention strategies to support students with additional reading instruction. Teachers will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$115000 | Section 31a, Title I Part A | Principal asst. principal Classroom Teachers Title 1 Reading Teachers |

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| Activity - Reading Paraprofessional | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|--|---|
| This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2/3 support for at-risk students. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$8500 | Title I Part C, Section 31a, Title III | principal reading teachers reading paraprofessional |

Strategy 3:

Parent Involvement - GPC will create opportunities to increase parent knowledge and skills in the area of reading instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: English/Language Arts

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement (MDE Website)

Tier: Tier 1

| Activity - Family Literacy Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Families will be encouraged to attend the Family Literacy Night to learn ideas for bringing reading instruction into their homes. They will attend a family picnic with different reading activities to engage in and receive material to bring home to use with their children to increase reading outside of school. | Parent Involvement | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$1000 | Title I Part A | Principal asst. principal Classroom Teachers Title 1 Reading Teacher Parents Students community members |

| Activity - Parent Newsletter | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Parents will receive a quarterly newsletter created with tips for increasing reading at home. The newsletter will be published in both Spanish and English. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$200 | General Fund | Principal Teachers Students Parents |

Strategy 4:

Summer Reading support - We will offer an incentive for extended learning opportunity in the summer to encourage reading through the Kids Read Now summer reading program.

School Improvement Plan

Grant Primary Center

We will target all K-1st grade students.

Category: English/Language Arts

Research Cited: Kim, J.S. (2004). Summer reading and the ethnic achievement gap. Journal of Education for Students Placed at Risk, 9(2), 169-188.

No More Summer Reading Loss by Carrie Cahill and Kathy Horvath

Tier: Tier 1

| Activity - Principal's Summer Reading Challenge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|---|
| Students are encouraged to sign up for the Principal's Summer Reading Challenge in June and then given a form to keep track of books read in the summer. Prizes are awarded for reading 6 books or reading 50 books. | Extra Curricular | Tier 1 | Implement | 06/06/2018 | 08/31/2020 | \$150 | General Fund | Principal parents students classroom teachers intervention teachers |
| Activity - Kids Read Now | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will be targeting all students in K and 1st to send the books in the mail over the summer through the KRN system. They will be held accountable for reading the books through parent feedback in the KRN app and they'll get regular books in the mail to keep them interested in reading. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 06/06/2018 | 08/31/2020 | \$3000 | Section 31a | principal asst. principal parents intervention teacher |

Goal 3: All Grant Primary Center students will increase their proficiency in written and oral expression.

Measurable Objective 1:

A 5% decrease of Kindergarten and First grade students will demonstrate a behavior of reducing Tier 2 and Tier 3 intervention needs in oral language and written expression in oral and written language in English Language Arts by 06/30/2020 as measured by NCRESA Speech Caseload numbers .

Strategy 1:

Parent Involvement - GPC will create opportunities to increase parent knowledge and skills in the area of oral and written instruction to better equip them to help their child learn at home and help close the achievement gap.

Category: English/Language Arts

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement (MDE Website)

School Improvement Plan

Grant Primary Center

Tier: Tier 1

| Activity - Family Writing Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Families will be encouraged to attend the Family Writing Event to learn ideas for bringing practical writing into their homes. They will attend an Open House formatted evening to celebrate student writing and receive literature in their home language to provide ideas for increasing writing at home. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$500 | Title I Part A | Principal Classroom Teachers Parents Students |

Strategy 2:

Differentiated Instruction - All staff will use writing workshop instructional practices as part of teaching writing to all students. Teachers will use a combination of the MAISA writing units and Lucy Calkins Writing Workshop sets to teach writing in their classrooms. These two tools account for differentiated instruction and pacing for all students.

Staff will have ongoing training in conferring practices through our Literacy Coach.

Teachers will also work with the school Speech Therapist to gain understanding of classroom interventions to provide universally to all students to increase their skills in oral and written expression.

Teachers will use Story Champs program to help with instructional strategies to improve oral and written language.

Category: English/Language Arts

Research Cited: The Art of Teaching Writing by Lucy Calkins

Units of Study by Lucy Calkins

Story Champs

MLPP Universal strategies for improving oral and written language skills

Story Champs program by Language Dynamics

10 Essentials

Tier: Tier 1

| Activity - Oral Language Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

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| | | | | | | | | |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Classroom teachers will learn new interventions to use in their classrooms from the SLP on staff to assist all students in oral language growth at the Tier 1 level. Teachers will use the Story Champs program in classrooms weekly and use the SLI therapist for support as needed. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$0 | No Funding Required | Principal Classroom Teachers Speech and Language Therapists (SLP) |
| Activity - Story Champs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Kindergarten and 1st grade teachers will use the Story Champs program to increase student ability to comprehend stories and orally discuss stories. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | General Fund | Speech therapist principal classroom teachers |

Goal 4: All Primary Center students will have opportunities to make good behavior decisions at school and have access to additional support to ensure behavior does not interfere with academic growth.

Measurable Objective 1:

demonstrate a behavior of providing incentives to encourage appropriate behavior at school and collaborating among teachers to address behavior expectations for all by 06/30/2020 as measured by evidence of weekly acknowledgement of students with PAWS program and cross grade level PLC meetings throughout the year and a reduction in days absent due to suspension by 10% .

Strategy 1:

Behavior support for academic success - Assistant Principal and school social worker will work with all stakeholders to support student behavior in multiple ways (tier 1, 2, and 3) to ensure students have the support they need to stay in school and have higher academic success.

Category: School Culture

Research Cited: Is School-wide Positive Behavior Support An Evidence-based Practice?

April 2015 by Rob H. Horner, George Sugai and Timothy Lewis

Bridges Out of Poverty: Strategies for Professional and Communities

by Philip E. DeVol (Author), Ruby K. Payne (Author), Terie Dreussi Smith (Author)

The PBIS Team Handbook: Setting Expectations and Building Positi...

School Improvement Plan

Grant Primary Center

by Beth Baker M.S.Ed.

Tier: Tier 1

| Activity - PBIS Cross Grade Level Team Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Team meets 4-6 times per year to discuss positive behavior supports and behavior expectations for all students to encourage consistency at school and increase academic success for all. | Behavioral Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | General Fund | Social worker principal asst. principal classroom teachers regional consultant |

| Activity - P.A.W.S. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students receive PAWS tickets for demonstrating appropriate behavior in school. Building expectations are explicitly taught and posted throughout the school. Students who earn a ticket take half of it home to show their families and place half into a bucket for regular daily drawings for rewards. The school social worker meets with students who are drawn to help them with their reward and celebrate their good behavior choices. We will also use a traveling tiger award for daily recognition in the school for positive behavior. | Behavioral Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | General Fund | Social worker principal asst. principal classroom teachers |

| Activity - School Social Worker--Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|------------------------------|---|
| Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically. | Behavioral Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$122000 | General Fund, Section 31a | school social worker principal asst. principal classroom teachers |

| Activity - Assistant Principal | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Grant Primary Center

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| In 2018-19, GPS hired an assistant principal for the K-4 population. This person is an academic support and behavior support to the students, staff and principal. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/01/2018 | 06/30/2020 | \$55000 | General Fund | principal assistant principal |
|--|--|--------|-----------|------------|------------|---------|--------------|-------------------------------|

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 |
|------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Literacy Coach | The literacy coach will work with classroom teachers to help them better understand small group instruction. They will model current best practices for small group guided reading instruction and discuss ideas for increasing differentiation in the classroom with teachers. This is a new concept made possible with a grant from NCRESA to locally train and use a literacy coach on our own staff. This grant and coaching training will continue again for the 17-18 school year with the coach focusing on the 10 literacy principles for classroom support. | Professional Learning | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$26750 | Principal Classroom Teachers Literacy Coach |
| Math Recovery PD | New teachers from Grant PC will be trained in Math Recovery during the 19-20 school year. | Professional Learning | Tier 1 | Getting Ready | 06/30/2017 | 06/30/2020 | \$500 | principal Asst. Principal Math Recovery trainer (GPS staff member) intervention teachers classroom teachers MAISD staff member |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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| Oral Language Interventions | Classroom teachers will learn new interventions to use in their classrooms from the SLP on staff to assist all students in oral language growth at the Tier 1 level. Teachers will use the Story Champs program in classrooms weekly and use the SLI therapist for support as needed. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$0 | Principal Classroom Teachers Speech and Language Therapists (SLP) |
|-----------------------------|---|--------------------------|--------|-----------|------------|------------|-----|---|

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|---------------------------------------|--------|-----------|------------|------------|-------------------|---|
| Lexia Core 5 | Tier 1 classroom teachers will use Lexia Core 5 for all students to give additional tier 1 support in a technology supported/differentiated program. | Technology , Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2020 | \$9000 | principal classroom teachers technology director intervention teachers |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|--|--------------------|--------|-----------|------------|------------|-------------------|---|
| Family Writing Night | Families will be encouraged to attend the Family Writing Event to learn ideas for bringing practical writing into their homes. They will attend an Open House formatted evening to celebrate student writing and receive literature in their home language to provide ideas for increasing writing at home. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$500 | Principal Classroom Teachers Parents Students |
| Family Literacy Night | Families will be encouraged to attend the Family Literacy Night to learn ideas for bringing reading instruction into their homes. They will attend a family picnic with different reading activities to engage in and receive material to bring home to use with their children to increase reading outside of school. | Parent Involvement | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$1000 | Principal asst. principal Classroom Teachers Title 1 Reading Teacher Parents Students community members |

School Improvement Plan

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|---------------------------|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Family Math Night | Families will be encouraged to attend the Family Math Night to learn ideas for bringing math instruction into their homes. They will also receive literature and tools to take home and read for increasing math at home. | Parent Involvement | Tier 1 | Implement | 08/28/2017 | 06/30/2020 | \$500 | Principal Asst. Principal Classroom Teachers Math Intervention Teachers Parents Students |
| Math Coach | We have one teacher trained as a Math Recovery trainer to use as a math coach for our staff. She is fully licensed to instruct AVMR 1 and 2 to our staff. We love having this resource "in house" at GPS. We have an additional teacher being trained as a Math Recovery trainer summer 2019. | Professional Learning | Tier 1 | Implement | 06/01/2017 | 08/28/2020 | \$5000 | Principal Math Recovery trainers Math Coach Math Intervention Teachers Classroom Teachers |
| Math Intervention Teacher | Teacher will use intervention strategies to support students with additional math instruction. Teacher will use strategies and data from Math Recovery to provide tier 2 and 3 support and the specific construct connected to student needs. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/05/2020 | \$84800 | Principal Asst. Principal Math Intervention Teacher Teaching Staff MAISD Math Recovery trainer |
| Title 1 Reading Teachers | Teachers (1.5) will use intervention strategies to support students with additional reading instruction. Teachers will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$65000 | Principal asst. principal Classroom Teachers Title 1 Reading Teachers |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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School Improvement Plan

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| School Social Worker-- Behavior Support | Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically. | Behavioral Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$61000 | school social worker principal asst. principal classroom teachers |
| Title 1 Reading Teachers | Teachers (1.5) will use intervention strategies to support students with additional reading instruction. Teachers will use a research based intervention kit from Fountas and Pinnell as main intervention tool for Tier 2 and Lindamood Bell material for Tier 3. Teachers will also be using several ideas from professional reading book resources to help students close achievement gaps in reading. Teachers will be providing Tier 2 and Tier 3 support as needed based on data. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$50000 | Principal asst. principal Classroom Teachers Title 1 Reading Teachers |
| Reading Paraprofessional | This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2/3 support for at-risk students. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$4500 | principal reading teachers reading paraprofessional |
| Math Paraprofessional Support | This staff member will work under the supervision of the principal and the math interventionists to provide Tier 2/3 assistance to at-risk math students based on need. | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$4500 | principal math interventionist math paraprofessional |
| Kids Read Now | We will be targeting all students in K and 1st to send the books in the mail over the summer through the KRN system. They will be held accountable for reading the books through parent feedback in the KRN app and they'll get regular books in the mail to keep them interested in reading. | Extra Curricular, Academic Support Program | Tier 2 | Getting Ready | 06/06/2018 | 08/31/2020 | \$3000 | principal asst. principal parents intervention teacher |

Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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School Improvement Plan

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|---------------------------|---|--------------------------|--------|---------|------------|------------|---------|---|
| Math Intervention Teacher | Teacher will use intervention strategies to support students with additional math instruction. Teacher will use strategies and data from Math Recovery to provide tier 2 and 3 support and the specific construct connected to student needs. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/05/2020 | \$19080 | Principal Asst. Principal Math Intervention Teacher Teaching Staff MAISD Math Recovery trainer |
|---------------------------|---|--------------------------|--------|---------|------------|------------|---------|---|

Title I Part C

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Math Paraprofessional Support | This staff member will work under the supervision of the principal and the math interventionists to provide Tier 2/3 assistance to at-risk math students based on need. | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$2500 | principal math interventionist math paraprofessional |
| Reading Paraprofessional | This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2/3 support for at-risk students. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$2500 | principal reading teachers reading paraprofessional |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|--|------------------|--------|-----------|------------|------------|-------------------|---|
| Principal's Summer Reading Challenge | Students are encouraged to sign up for the Principal's Summer Reading Challenge in June and then given a form to keep track of books read in the summer. Prizes are awarded for reading 6 books or reading 50 books. | Extra Curricular | Tier 1 | Implement | 06/06/2018 | 08/31/2020 | \$150 | Principal parents students classroom teachers intervention teachers |

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|--------------------------------------|--|----------------------------|--------|---------------|------------|------------|--------|--|
| P.A.W.S. | Students receive PAWS tickets for demonstrating appropriate behavior in school. Building expectations are explicitly taught and posted throughout the school. Students who earn a ticket take half of it home to show their families and place half into a bucket for regular daily drawings for rewards. The school social worker meets with students who are drawn to help them with their reward and celebrate their good behavior choices. We will also use a traveling tiger award for daily recognition in the school for positive behavior. | Behavioral Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | Social worker principal asst. principal classroom teachers |
| Math Recovery PD | New teachers from Grant PC will be trained in Math Recovery during the 19-20 school year. | Professional Learning | Tier 1 | Getting Ready | 06/30/2017 | 06/30/2020 | \$500 | principal Asst. Principal Math Recovery trainer (GPS staff member) intervention teachers classroom teachers MAISD staff member |
| IXL Math Program | Teachers will use the IXL computerized math program to differentiate math practice for all students. | Academic Support Program | Tier 1 | Monitor | 09/02/2014 | 06/30/2020 | \$1200 | Principal Technology Director Classroom Teachers Students |
| PBIS Cross Grade Level Team Meetings | Team meets 4-6 times per year to discuss positive behavior supports and behavior expectations for all students to encourage consistency at school and increase academic success for all. | Behavioral Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | Social worker principal asst. principal classroom teachers regional consultant |
| Parent Newsletter | Parents will receive a quarterly newsletter created with tips for increasing reading at home. The newsletter will be published in both Spanish and English. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$200 | Principal Teachers Students Parents |

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|---|--|---|--------|-----------|------------|------------|---------|---|
| Assistant Principal | In 2018-19, GPS hired an assistant principal for the K-4 population. This person is an academic support and behavior support to the students, staff and principal. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 08/01/2018 | 06/30/2020 | \$55000 | principal assistant principal |
| School Social Worker-- Behavior Support | Our school funds our school social worker 50% general fund and 50% 31a--this allows them to work with students who need behavior support in tier 1, 2 or 3. They support the students, staff and parents to ensure students are capable of making good behavior decisions and staying at school so they can grow academically. | Behavioral Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$61000 | school social worker principal asst. principal classroom teachers |
| Leveled Library | As our readers continue to progress, we will purchase leveled readers to add to our Leveled Library to meet the needs of teachers/students to continue differentiated small group reading instruction. We are also added leveled reader in Spanish to meet the needs of our Dual Immersion and ELL readers. | Materials, Supplemental Materials, Academic Support Program | Tier 1 | Monitor | 09/08/2015 | 06/30/2020 | \$3000 | Principal Reading teachers classroom teachers |
| Parent Newsletter | School will send home parent newsletter quarterly in Spanish and English sharing math tips for parents to use at home. | Parent Involvement | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$200 | Principal Intervention Staff Teachers Students Parents |
| Staff Book Study | Teachers will read a math instructional book chosen by their grade level PLC to increase understanding of math instructional practices. | Professional Learning | Tier 1 | Implement | 08/29/2016 | 06/30/2020 | \$500 | Principal Asst. Principal Classroom teachers IEE Coach Math Interventionist |
| Story Champs | Kindergarten and 1st grade teachers will use the Story Champs program to increase student ability to comprehend stories and orally discuss stories. | Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/30/2020 | \$1000 | Speech therapist principal classroom teachers |
| Data Dialogues | Teachers will participate in 3-4 data dialogue meetings during the year to breakdown classroom and grade level data to drive differentiated instruction and interventions. | Academic Support Program | Tier 1 | Implement | 04/30/2018 | 06/12/2020 | \$750 | principal asst. principal HIL coach teachers interventionists secretaries |

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Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Reading Paraprofessional | This staff member works under the supervision of the principal and reading teachers to help provide additional Tier 2/3 support for at-risk students. | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | \$1500 | principal reading teachers reading paraprofessional |
| Math Paraprofessional Support | This staff member will work under the supervision of the principal and the math interventionists to provide Tier 2/3 assistance to at-risk math students based on need. | Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | \$1500 | principal math interventionist math paraprofessional |