School Improvement Plan

Eastover Elementary School

Bloomfield Hills School District

Mrs. Carey Crocker
1101 Westview Road
Bloomfield Hills, MI 48304

TABLE OF CONTENTS

School Additional Requirements Diagnostic

Title I Targeted Assistance Diagnostic

EO 16-17 School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Eastover Elementary is a very unique school when it comes to the community and the students we serve. We have many traditions, milestones, and a rich history. There are many key strategies we use to encourage and challenge students to develop to their full potential academically, emotionally, physically, socially, and culturally.

Eastover Elementary is highly recognized as a 2015 National Blue Ribbon Exemplary School. The National Blue Ribbon Schools Award is a highly recognized symbol of commendable teaching and learning. Schools are honored at a ceremony in Washington D.C. with a plaque affirming the hard work of students, educators, families and communities, and presented with a special flag to grace the school building.

Eastover Elementary opened in the Fall of 1956 in the community of Bloomfield Hills, Michigan. There were seven teachers and one principal (who was also one of the teachers). During its peak enrollment period, Eastover rose to 700 students. Currently we service 481 students in this unique suburban setting.

In 1986, Eastover welcomed Oakland County's Deaf and Hard of Hearing students into our building. DHH teachers are highly qualified in the field of Deafness and work together to advance their students' learning. Eastover also educates children with special needs. In the Academic Resource Program (ARP), teachers and paraprofessionals provide direct instruction to students who are not fully included in the general education setting. Students are full participants in the school environment and are educated in the general education classroom to the extent that is appropriate. Social workers, speech and language pathologists, occupational therapists provide services as determined by the IEP team.

At Eastover Elementary, students are taught to think about how humans impact the environment, how to preserve and protect our natural resources, how to ensure adequate resources for a healthy environment, and how to increase efficiency by reducing waste. Students are knowledgeable and inspired to take responsibility for the sustainability of the world. This is part of our sustainability initiative.

Eastover has been designated at a Michigan Green School and has earned Evergreen status. At Eastover, students participate in many "green" practices. Another special component of our sustainability initiative is our student garden. All classrooms spend time in the garden planting and harvesting, while making real world connections to math, science, and social studies concepts.

Visible thinking is also used throughout our building. Visible Thinking is not a program, rather a framework and philosophy for our teachers and staff to use when creating inquiry-based learning opportunities that engage students in higher level thinking skills.

SOAR/PBIS is a whole school system of positive behavior support. SOAR stands for Self-control, On task, Acceptance, and Respect. Students are encouraged to display a positive attitude and contribute to our school community in a beneficial way.

Parents at Eastover are very involved in our school community. Just one of the many programs they provide is the Eastover Publishing Center. This program encourages all of the students to be authors. Each student writes and illustrates a book. Those books are sent to a publishing center and made into hard cover books. When the books are complete, we have a Young Author's Day and each student is given

their published book.

Third and fourth graders are given the opportunity to be leaders in our building through the Eastover Elementary student council. Student council representatives vote on Spirit Days, have fundraisers, and promote good citizenship.

Eastover Elementary is a neighborhood school. There is a fire station on one side and a full neighborhood around us. Buses are used to transport students to and from school. Latch Key is provided before and after school.

Eastover is a very diverse population. Many cultures are represented in our building. Students, teachers, and staff embrace cultural differences. We all learn each person is unique and we can learn something new from everyone. This year we had our first ever Cultural Awareness Day. We are also economically diverse. Eastover is a Targeted Title I Assistance building. We have approximately 13% of our population qualifying for free and reduced lunch. We also have a high population of students that speak a second language at home. We offer Title I intervention services and ELL services to students.

One of the biggest challenges we face is physical space. We work to keep class size down, which helps increase student achievement. Many senior citizens are moving out of the area and new families are moving in. We collaborate with staff and family members to gather input and suggestions on how to best meet the needs of students as our enrollment is growing. We also have a Eastover Parent Advisory Committee that helps make suggestions to continue improve things at Eastover and help with the community, parent, stakeholder feedback loop.

School's Purpose

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

Purpose/Mission Statement: Our purpose is to educate and inspire the whole child (academically, socially, and emotionally) through a safe, nurturing environment that embraces curiosity, problemsolving, deep thinking, creativity, and questioning to prepare students to be lifelong learners and positive contributors in a global world.

Vision Statement: The Eastover staff believes it is their job to aid in the development of emotionally and psychologically mature life-long learners who posses the integrity and sense of caring about themselves and others. It is important that our students learn to adapt and contribute to a pluralistic society.

Beliefs:

At Eastover we believe:

1) All students can learn.

2) All students should be treated with respect.

3) All students deserve to be engaged in meaningful learning opportunities that connect to their own real life situations.

Atlas, an online curriculum warehouse, is used across the district to provide every student a curriculum that meets the Common Core State Standards. Essential learning targets are chosen by grade level teams to meet the new demands of the Common Core Standards. Teachers use grade level planning meetings process to choose essential learning targets and turn them into kid friendly language, along with designing Common Assessments based on the Common Core State Standards.

By use of common formative and summative assessments teachers use data to make informed decisions about teaching and interventions.

As a building, we realize that effective lesson plan design is crucial to learning. We have developed a lesson plan template in Atlas that includes best practices for designing lessons.

We realize that as a school, family and community partnerships are essential to student success. Our school offers many family nights and coffee talks. Our school also offers Positive Behavior Intervention Support for all of our children. We have a behavior matrix which outlines the expectations in every area of the building and we have a reward system in place for students who model the behavior expectations each and every day. Our school provides a fully implemented Reading Recovery Program at First Grade and Leveled Literacy Intervention at Second Grade to help students achieve success in literacy, both are research-based.

Our school has designed multiple tiers of support to help all children learn and grow. Children go through our Building instructional team to aide in acceleration or intervention programming to help them achieve to their fullest potential.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

As part of our district-wide student engagement goal, Eastover Elementary teachers have been focusing on improving student engagement and student achievement. To improve student engagement and to provide students with meaningful learning opportunities and reinforce classroom curriculum, the Eastover community focuses on two school-wide initiatives that enhance classroom instruction and reinforce the Common Core State Standards.

The school's notable achievements over the last few years include the following areas:
- Implementation of a district-wide curriculum using Atlas which includes Common Core Standards.
- Began work on data-based decision making through the use of Data Board meetings/PD
- The achievement of "Evergreen" status as a green school
- Positive Behavior Intervention Support for all children -SOAR
- Implementation of a Workshop approach to learning
- Implementation of Visible Thinking and Sustainability as school-wide initiatives
- Implementation of a Building instructional team or child study team in response to academic and behavioral needs of all children
- Implementation of Family Nights for all students and families
- Our school continues to improve student achievement as based on test scores through M-Step, NWEA and common assessments.
- Technology - one computer lab, ipads in all classrooms, two laptop carts, and smartboards for student and teacher use
- Guest Readers
- Service Learning Projects - to give back to the community
- A FAME team (Formative Assessment for Michigan Educators)
- Student Garden
- Hydroponics program for students
- Composting program for students
- Formation of a Global Education Team
- CHEW program (Cook, Harvest, Eat, Well)
- 2015 National Blue Ribbon School

Our school continues to work on striving to improve the following areas:
- We are working on monitoring the implementation and fidelity of our Core Instruction
- We are continuing to work on student achievement in all areas to meet the State proficiency targets in all areas by continually looking at data.
- We are working on closing the gap in our sub groups based on current data and address any disproportionate results
- We are continuing to work on communication with new families regarding how to navigate the school system
- We are continuing to work on standards based grading and differentiated instruction

Additional Information

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

Eastover offers a C.H.E.W. program (cook, harvest, eat, well). This program encourages students and families to develop lifelong healthy habits. Students learn about the environmental and health benefits of eating locally grown produce through hands-on activities both in the classroom and out in the student gardens. The C.H.E.W. is a program comprised of learning from the Eastover Student Gardens, the Hydroponics Program, Recycling, the Mobile Kitchen, and activities facilitated by our very own school gardening, culinary, and nutrition consultants.

Our school maintains a "safe school" status by continually practicing drills and monitoring all incoming visitors in the building.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were involved in the process of developing our improvement plan through discussions and data analysis at building school improvement meetings, staff meetings, parent teacher organization meetings, parent teacher conferences and stakeholder surveys.

We also have a positive behavior support committee which includes faculty members. We have representatives from the PBIS team on the school improvement team to provide two-way communication.

All families are invited to participate in the parent teacher organization, parent teacher conferences and surveys. Meetings are regularly scheduled throughout the year. They are posted on the Eastover Community Calendar and the PTO calendar. Reminders are sent out to families and staff via email communication.

All staff members are invited to attend school improvement meetings. Parents that express interest serve on the School Improvement team. The school improvement team continually reviews qualitative and quantitative data to determine needs for the next school improvement plan. Roles on the school-wide team are explained at the beginning of the year. Building School Improvement team members review their roles at the first meeting of the year in the fall and the communication process. The school improvement team votes on meeting dates and times to best accommodate schedules.

There are also family and community coffee talks held throughout the school year where families and community members can learn more about Eastover, give input and feedback, and make suggestions for changes. Notes are posted on the school website and multiple meeting times are offered to accommodate family schedules.

We also have an Eastover Parent Advisory Committee and a Global Education team that meets bi-monthly to discuss issues, improvements, and ideas for the betterment of Eastover. Any ideas from these meetings are shared with staff and community throughout the year at PTO meetings and coffee talks. Meetings are scheduled around the team members schedules.

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

The building school improvement team includes members from administration, teachers, and parents. Their role is to meet monthly to review and analyze all quantitative and qualitative data from the school including surveys and test scores. All staff members are invited to attend all school improvement meetings. There are set dates, times and locations for each meeting (monthly). They are posted on the school community calendar for everyone. The school improvement team accepts input and provides feedback to all building and district teams. The meeting minutes are sent out to all school improvement team members to share back with staff, PTO, and Parent Advisory Committee members.

The principal serves as the main facilitator of school improvement meetings and also has the following responsibilities:
- establishes a vision for the school improvement plan through collaboration with all stakeholders
- ensures that all data are delivered to stakeholders in a timely manner
- establishes agendas and provides minutes to the school improvement team members
- leads the team through review and analyzing all data and creates action plans based on this review
- leads the team through ensuring the School Improvement Plan is continuously updated and that staff are following through on tasks

- communicates information from the school improvement team back to staff during staff meetings and shared with parent group through the parent teacher organization meetings
- communicates and plans for the involvement of families and community regarding school-wide goals and activities through staff meetings, parent teacher organization meetings, and curriculum night
-works with team members, coaches and district staff

The school improvement chairs have the following responsibilities:
- collaborate with Principal and other team members to set dates, times ,locations, and agendas for school-wide meetings and communicates this information to team members and faculty
- Lead team in generating meeting agreements (norms)
- Support the development of the school leadership team action plan and ensures the plan addresses all needs of the school
- Assist in data interpretation by linking data to school needs
- Encourage contribution of all team members
- Communicate all information (agendas, minutes, data review, feedback) back to faculty to ensure two-way communication
-Ensure that communication and opportunities for planning and involvement of families and community exist regarding school-wide goals and activities

Social Worker Responsibilities:
- Assist in interpretation of behavior related data
- Guide team regarding implementation and fidelity of PBIS
- Ensure communication and opportunities for planning and involvement exist with families and community
- Serve on the building intervention team and provide two-way communication about needs, resources, professional development, or materials from the building

Literacy Specialist/Teacher Consultant Responsibilities:
- Assist in the interpretation of literacy and/or academic data
- Helping the team organize plan for selection, training, implementation and fidelity checks regarding curriculum and intervention practices
- Serve on the building intervention team and provide two-way communication about needs, resources, professional development, or materials from the building
- Ensure communication and opportunities for planning and involvement exist with families and community regarding school-wide goals and activities

All Team members including parents:
- Review agenda items prior to scheduled improvement/leadership team meetings
- Regularly attend meetings, review data, and share ideas and input
- Follow through on assigned tasks between meetings
- Bring necessary materials to all meetings and adhere to norms
- Ensure communication and opportunities for planning and involvement exist with families and community

All Staff members:
- Participate in discussions and activities building consensus around a common school-wide vision and plan
- Review agenda prior to scheduled staff meetings and professional development
- Implement selected school-wide evidence-based practices with fidelity
- Attend staff meetings and professional development, review data, share ideas and input

- Follow through with all assigned tasks between meetings

- Bring materials to meetings and adhere to norms

- Give and receive feedback regarding fidelity of practice implementation

- Complete and submit all school-wide assessment measures according to building and district assessment schedule

- Ensure communication and opportunities for planning and involvement exist with families and community.

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

Each fall the final School Improvement Plan is shared through Curriculum Night, a Parent Teacher Organization meeting, a Title I night, a family coffee talk meeting, and a building staff meeting.

Throughout the year the plan is revisited, reviewed, and monitored at School Improvement meetings. During the year the Leadership Team members share out and receive feedback about the plan at their grade level meetings monthly. The minutes from the school improvement meeting are sent out to staff and parent team members each month. It is reviewed with parents at Parent Teacher Organization meetings and at staff meetings during the school year.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

As student enrollment has increased over the last four to five years, teachers have been added to serve these students. In the last five years our student population has increased by about 50 students, hovering just at 500. The number of teachers added is based on contract language. Staffing also depends upon the number of classes and on the size and needs of our Title I population and satellite programs (Deaf and Hard of Hearing and Academic Resource Program). All teachers are highly qualified and meet the state and federal NCLB requirements. Teachers are assigned to their area of qualification only. We look for teachers that are highly qualified to serve our students. We strive to keep a low class size, as based on community suggestion and input.

One of the challenges we face is physical space. We continue to collaborate with all stakeholders including: community, families, central office and staff to utilize and find viable physical space for students. There have been ongoing meetings throughout the last few years to really look at this issue. As enrollment continues to trend upward, our building is beginning to reach full capacity. So we face challenges regarding physical space and scheduling.

Student Demographic Data

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

Our student data is pretty consistent and always hovers above 90%. We have around 15% of our student population that is chronically absent or tardy. We continue to meet with those families to work out issues.

Some students who have a history of poor attendance or excessive tardies tend to be the same students who are in need of additional support in school. These students tend to have factors in their home life that make it difficult for them to get to school or they have health issues.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Student behavior data shows that the middle of the week around the lunch and recess time frame we have the most referrals. Physical aggression seems to be the main reason students are getting office referrals. The playground and the bus seems to be the area where many of the referrals are coming from. We have worked to ensure everyone is implementing PBIS with the students, including the bus drivers.

Student Demographic Data

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

We have collaborated with staff, central office, students and families to address physical space issues and scheduling issues. We are also

working to ensure our lunch supervisors and support staff have training in Positive Behavior Intervention Support to decrease the number of office referrals. We send letters home to families when tardies or absences get close to the County guidelines. We then work closely with our families to promote good attendance and try to find ways to help them.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Over half of our staff has around 20 or more years of experience in teaching. We have a few new staff members. The veteran staff members are experienced in supporting and handling a classroom and managing at-risk students. Each of them has various strengths. However, many of them had not had experienced much change in the last few years. Many of them have been teaching the same grade for year. Though the staff is diverse, they are all committed to professional learning and improving student achievement. The younger staff, through lacking some experience in management comes fresh with new ideas and things to try with regard to curriculum or more current practices. Our staff has worked hard to begin changing the staff culture to one that is built more around a culture of thinking. There has been an hard look at instructional practices through a workshop approach and things have begun to change. The staff overall is learning and growing.

We worked to add curriculum to Atlas (a curriculum warehouse system) with lots of professional development for staff. This new curriculum meets the demands of the common core. We have also spent time developing kid-friendly learning targets and formative assessment practices. This is what has ultimately had the most impact on increasing student achievement.

The school administrator has 21 years of experience in the field of education. This has a positive impact on the staff and student achievement.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Over half of our staff has around 20 or more years of experience in teaching. We have a few new staff members. The veteran staff members are experienced in supporting and handling a classroom and managing at-risk students. Each of them has various strengths. However, many of them had not had experienced much change in the last few years. Many of them have been teaching the same grade for year. Though the staff is diverse, they are all committed to professional learning and improving student achievement. The younger staff, through lacking some experience in management comes fresh with new ideas and things to try with regard to curriculum or more current practices. Our staff has worked hard to begin changing the staff culture to one that is built more around a culture of thinking. There has been an hard look at instructional practices through a workshop approach and things have begun to change. The staff overall is learning and growing.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader was out 6 days for professional learning and one day due illness during the student calendar year. There were an additional two days in Washington D.C. to receive the National Blue Ribbon Award for our school. The training included: TECIP and a

cultures of thinking cohort group. This training has had a positive impact on student achievement. We have already been able to change programming or processes because of the Global Champions training. We have made more family events inclusive of all families. A formative assessment group was continued and this has made a huge impact on student achievement in the building. Visible thinking is a building initiative. We provided training in Diversity this year which has helped staff be more inclusive of all students and has helped staff be more culturally sensitive when delivering curriculum and instruction. This has had an impact on staff and students because we were able to bring the training directly to staff to implement in their classrooms. Technology tools have been shared throughout the year for staff at staff meetings and professional development days.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Although we have a number of teacher absences due to professional obligations or illness, we have a substitute teacher system that ensures high quality instruction is maintained in the classroom. All of our substitute teachers are either retired of certified teachers. In addition, we have a permanent building substitute which provides consistency for our students.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We will continue to ensure that staff do not exceed their contractual maximums on attendance and continue to ensure that we have high quality substitute teachers when they do have to be out. We will also continue to ensure that staff attending professional learning opportunities share their learning with colleagues to achieve the maximum benefit from this training.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The two strands that stand out as strengths are Leadership for Learning and School, Family and Community Relations. Under strand two the strong indicators are: a vision for learning, guidance and support for teaching and learning, results focused, safe and supportive environment, communication systems, and intentional practices. Under strand four the strong indicators are: approaches and tools, cultural responsiveness, learning opportunities, and partnerships.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Strand three under professional learning culture was our lowest overall score. Specifically, these indicators showed a need for improvement: collective responsibility and purposeful planning.

12. How might these challenges impact student achievement?

With regard to collective responsibility and purposeful planning, if we are not holding each other accountable for improved student performance as a result of professional learning then there could be disparities between student performance across classrooms. If we are not holding one another accountable for implementation of what is provided in professional learning, then students will receive varied instruction across classrooms and we are not taking the time to learn from each other. This could have a negative impact on student achievement. We want to ensure that all students receive a guaranteed and viable curriculum regardless of teacher.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Suggestions from the school improvement team meetings this year, based on the self-assessment analysis include the following improvements or adjustments:
- documenting professional conversations about data analysis, using a team developed template
- feedback forms that school leadership and teachers can use regarding implementation of practices
- opportunities to review classroom observation data
- providing time for peer observation

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

In accordance with our school improvement plan, ALL students will get a guaranteed and viable curriculum through Tier I instruction. In addition, students identified needing additional support will receive Tier II or III support as identified in our school improvement plan and building instruction team (child study) process. When a students needs time and additional support, families are contacted via phone call or letter to let them know their child has been identified to receive additional support services we offer through the school and district. The BIT (building instruction team) meets weekly or on a regular basis to ensure students are receiving the appropriate supports and interventions for their unique learning needs. In this process, a progress monitoring plan is also put into effect.

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

Students have access, during the school year, to GERT (General Education Resource Teacher) services, Title I services, Reading Recovery, Leveled Literacy Intervention and other ancillary services to address their unique learning needs. We also host two satellite programs (DHH and ARP) to meet the needs of our deaf and hard of hearing population and students with more significant learning disabilities through our ESY (Extended School Year) services.

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

Classroom teachers complete a data spreadsheet with demographic and academic data. Classroom teachers also are able to address the needs of specific students through our BIT (building instructional team) process. Students are reviewed based upon data, teacher observation, and parental input. There is a title I meeting at the beginning of the year to inform families of the services we provide. Families are also informed through PTO meetings, curriculum night, parent input conferences, report cards. When a student needs time and additional support, parents are contacted via phone call or letter to let them know their child has been identified to receive additional support services we offer through the school.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

- observations conducted by administrator
- feedback forms to staff
- grade level planning meetings (PLC meetings)
- lesson plans
- vertical articulation meeting notes
- unit assessments
- data spreadsheets
- Atlas (curriculum warehouse)
- report cards

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

not applicable

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Eastover scores were higher than the state and county average for our area.

NWEA - Reading from fall 2013 - spring 2016 scores have increased steadily in every grade level K-4. We also continue to be above the norm for each session of testing on average for all grade levels. Our school is always above the country norm in all grade levels at the beginning middle and end of the year. In three grade levels, we are also just above the district average.

MEAP - Reading has remained the same for the building for the last 3 years at 86-87% respectively. Overall, student scores have also remained the same. Scores by gender remain relatively the same. There is a less than 5% gap between female students and male students. Third grade has an overall increase in scores over the last five years. Students are receiving a parallel curriculum along the trend view. Fourth grade shows that African American students have jumped from 47% to 73 % proficiency in the last couple of years, beginning to close the gap. Economically disadvantaged students have jumped from 40% to 67%.

M-Step - Based on the Spring 2015 scores we are above the state, county, and district average at 72% proficiency in reading. This is a little below our norm. However, this was a new test and a new testing system. This new test also included writing and not just reading. We are still proud of our results.

19b. Reading- Challenges

MEAP - Even though scores for African American students have been increasing, there is still a gap to close as compared to all students on the Third and Fourth Grade reading assessments. Economically disadvantaged students have jumped from 40% to 67%, however there is still a gap to close as compared to all students.

M-Step - A gap between African American students and all students still exists. The gap continues to close. It has gone from an 18% gap to a 14% gap. 64% (african american) compared to 78% (all) is a 14% gap. This is more than 10%. This tells us there is still work to do in closing the achievement gap.

19c. Reading- Trends

Looking at the previous MEAP trends our scores were increasing over time. M-Step is a new assessment that includes reading and writing. We did well overall. We only have one year of data to look at, at this time.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

While reflecting on our reading data, we reviewed our subgroup data and monitored our students with developmental reading assessments and running records to show progress. At Tier I, our staff is using the Common Core Units of Study and a Reading Workshop approach for all students. This enables them to differentiate reading for our students and provides small flexible grouping within the classroom. Our school provides Reading Recovery to students in first grade and leveled literacy intervention support to our struggling first and second grade students. We also provide Title I literacy group support for students in grades K-2. For third and fourth grade students, Eastover provides general resource support. We will work to ensure these strategies are included in our school improvement plan and monitor them for fidelity.

20a. Writing- Strengths

African American students outperformed white students on the last MEAP writing assessment. Scores have trended upwards by gender. Scores have also trended upwards for economically disadvantaged students, students with disabilities and English language learners. Students appear to be receiving a parallel curriculum in writing. Economically disadvantaged students increased from 26% to 66.7% in 2013-14. Students with disabilities increased from 33% in 2010 to 76.5% in 2013-14. These are both significant increases for both subgroups. Overall, Eastover has gone from 56% to 79% in writing scores. That is an increase of 23% in the last three years.

20b. Writing- Challenges

While it is nice that overall scores have trended upwards, there is still a gender gap and an economically disadvantaged student gap to close.

20c. Writing- Trends

Please see answers to the previous questions which details the last three years' trends.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

While reflecting on our writing data, we reviewed our subgroup data and monitored our students with pre and post writing assessments to show progress. All teachers complete a data spreadsheet. At Tier I, our staff is using the Common Core Units of Study and a Writing Workshop approach for all students. This enables them to differentiate writing for our students and provides small flexible grouping within the classroom. Our school provides Title I literacy support to students in K-2 who are not meeting the standards. For third and fourth grade students, Eastover provides general resource support. We will work to ensure these strategies are included in our school improvement plan and monitor them for fidelity.

21a. Math- Strengths

NWEA - RIT scores have trended upwards for the last couple of years. Both end of the year Spring scores from 2014 through Spring 2016 show that Eastover is above the Norm for that time of year in every grade level. We are above the district average in three grade levels this year. All students made significant growth.

MEAP - Eastover is up 6% overall on the last state assessment from 57% to 63% in the last three years.
Eastover scores above the state and county averages in this area. Economically disadvantaged students had a 40% increase from 2009-2010.
3rd grade math -
Although African American students have made significant improvements, there is still a gap compared to all students at 53% which is above state norm. Economically disadvantaged and students with disabilities are at 28% and 42% respectively. However, there is still a significant gap compared to student counterparts.
4th grade math -

Over the last 5 years, economically disadvantaged students increased their academic performance from 17% up to 47%. Additionally, African American students' performance has improved up to 36.4% proficient, although an achievement gap remains.

M-Step - As a building we are up 12% in math over the last 5 years, even though the M-step is a new assessment, we did well overall. Our school average is 69% which is above the state and county average.

21b. Math- Challenges

We still have gaps to close with African American students and economically disadvantaged students although scores are on the rise over the last couple of years. The gap is closing. African American students are at 64.6% in third grade compared to 82.4% for all. This is a 17.8 % gap on the new M-Step. When we last took the MEAP we had a 30% gap. Our gap is still of concern for us. Fourth grade continues to have a more than 30% gap in this group. This is of deep concern for our school.

21c. Math- Trends

See responses to previous questions which explain the trends over the last few years.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The math data in MEAP and M-Step demonstrates students were struggling with math facts, therefore affecting the application of math concepts to other areas. NWEA also shows that the subgoal of number and operations is an area of concern for math. The staff made math fact fluency a school improvement goal. We also instituted a math workshop approach where teachers can differentiate lessons into small flexible groups to support children. We have a Title I math intervention support program for K-2 students that meet the entrance criteria. We have a general education resource teacher that meets with students needing time and additional support in 3rd and 4th grade. In addition, staff began using the Common Core Units of Study to increase math achievement and close the gaps between subgroups.

22a. Science- Strengths

Our Spring 2015 M-Step scores show that we are at 32.9% proficiency in science. This is above the state, county and district averages. As compared to other grade levels that assess in science, this is quite low. Staff uses common assessments in each grade level. Scores from the unit assessments show that over 80% of our students have 75% proficiency on all unit assessments throughout the year.

22b. Science- Challenges

Currently our science is at 32.9%. This proficiency is quite low compared to other grade levels who assess science. We have made this a new goal in our next school improvement plan. We also have significant gaps in three subgroups: African American, students with disabilities, and economically disadvantaged students.

22c. Science- Trends

We only have one year of data with the new M-Step assessment. The Spring 2015 scores are a starting benchmark for us.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We have added a new goal to work on Close and Critical Reading for science and social studies, since the science assessment is primarily a literacy assessment. This will be addressed in our school improvement plan.

23a. Social Studies- Strengths

Social Studies is assessed in fifth grade and eighth grade. Scores from the most recent M-Step show students are at 43% proficiency. This is higher than science scores, but still of concern. Scores from the unit assessments show that over 80% of our students have 75% proficiency on all unit assessments throughout the year.

23b. Social Studies- Challenges

We do not have challenges because we do not give the assessment, however our students feed into the middle school where the assessment is taken.

23c. Social Studies- Trends

not applicable

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We have added a new goal to work on Close and Critical Reading for science and social studies, since the social studies assessment is primarily a literacy assessment. This will be addressed in our school improvement plan.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students feel that their teacher is interested in them and listens to them. Students are comfortable in their classrooms. Students enjoy the SOAR cards and tokens for Positive Behavior Intervention Support. Gym, Art, Media, Reading and Computers are their favorite subjects. 80% feel they are learning. 90% feel that their teachers expect them to do their best. 90% like being a student at Eastover. Over 80% feel safe at school. Students enjoy being a part of the student publishing center and the Young Author's program. In addition, students enjoy our school garden which includes planting and harvesting each year. Students also enjoy the Nature Center and Farm field trips, which are part of our school district.

24b. Student Perception Data

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

52% of students talk to their parents about their school day. Students wish the bathrooms were cleaner. Students wish that there was more playground equipment and that they could bring their personal electronics to school. Students wish they had bigger classrooms. Social Studies is their least favorite subject. Students wish their was less teasing at school. Even though we have a student fruit and veggie bar, students wish the school lunches tasted better. This could be due to the changes in health food laws.

24c. Student Perception Data

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

Changes have been made to our PBIS system to increase reteaching of correct behaviors and increase our positive reward system. We took the students' suggestion of bringing electronics to school as an incentive. We are also working to find students who are not obeying the bathroom rules and doing some reteaching. We have been working with food service and families to provide alternate choices to food lunches so kids are eating healthy and have better choices. Next year, everything will be made fresh. We are working with PTO on additional playground equipment.

25a. Parent/Guardian Perception Data

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

The majority of families like the math instruction, over 70% satisfaction rating. 80% understand the Math instruction their child receives. 75% felt that writing instruction helped their child to the best of their abilities. 80-85% like the positive behavior intervention support system. 92% feel their child is safe at school. Over 80% of families believe that the reading instruction helped their child to the best of their abilities. Families like the reading, writing, and math support we offer to students and feel it is beneficial. Close to 100% feel that the teachers and staff provide a great learning environment. 80% feel that they have a chance to serve on a school PTO or building committee. 86% feel that they receive enough updates on their child's progress. 76% feel that our school rules are fair and consistent. 95% are aware of the technology opportunities we offer. 93% said we should continue school and PTO family nights or events. Parents are appreciative of all the special programs and support programs offered at Eastover. Based on the overall perception rating using the MDE survey in Advanc-ed we received a score of 4.07. The highest area of satisfaction is strand four, which is on resources and support systems.

Parents said many of the things they were proud of were the change in homework, the specialized help, class size, staff diversity, the SOAR program and the teachers.

25b. Parent/Guardian Perception Data

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

Parents have shared concerns about homework, testing, the nut-restricted policy, parking and class size. Families have concerns over the physical space at Eastover. They want to be able to give input into this plan and receive communication updates. The strand of lowest satisfaction on the MDE survey through Advan-ed was number two, which is governance and leadership. It still received an overall rating of 3.98 which is good, but the lowest on the scale. Parents want more communication and feedback about academics and progress, not just on the report cards.

25c. Parent/Guardian Perception Data

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

Eastover has taken the parent suggestions back to all staff and they are discussed at school improvement meetings. We will revisit homework in the fall when we return to school. Coffee talks for families and community members is in place at Eastover and will continue next year. This is a great way to do professional development and gather ideas around improving Eastover. The coffee talks were also a great way to discuss physical space this year. An Eastover parent advisory committee has been formed and a Global Education Team. This is included in our school improvement and Title I plan. Parents give input and suggestions around physical space. Updates are sent out via email or through PTO. Suggestions regarding school websites have been taken back to teachers for improvement purposes. We will discuss communication and feedback around academics when we return in the fall.

26a. Teacher/Staff Perception Data

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

96% of staff feel that the district and building administrator have high expectations for staff. 96% of staff feel that they use research based best practices for instruction. 27/28 feel that the principal involves staff in decision making. 89% feel that they receive feedback from the building administrator about their instruction. The following statements reflect where staff had an over 80% positive indication of success:

- staff is focused on data and assessment for instruction

- the school's purpose statement is clearly focused on student success

- the school has continuous improvement based on data, goals, actions and measures for growth

- the principal holds all staff members accountable for student learning

- staff is familiar with the school improvement plan and child study process

- staff feels the PD they received this year was beneficial to student achievement

- Leadership and clear communication among staff

- small class size

- PTO relationship

- 2-way and open communication with parents and families

Over 85% feel supported by the building administrator for behavioral and academic issues.

Overall, teachers provided positive feedback in a number of areas including collaboration and collegiality. Staff also appreciated the PD they received this year on Google, learning targets, and visible thinking. They feel it had a positive impact on student learning.

Our overall staff rating on the MDE survey through Advanc-ed was 4.47 out of 5 points total. This is really good. Staff feels we work well together, there is a sense of community or family here, they always put students first, there is a welcoming environment, they are allowed to take risks, there is a strong connection between staff and families.

26b. Teacher/Staff Perception Data

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

Some areas where staff feels we could improve include the following:

- there is a support system in place for feedback for staff, this needs to be increased for support staff

- support staff needs further information and training around PBIS and Title I

- staff wishes staff meetings can be split between PD and discussion time around building topics or issues

- staff wishes the technology team could do more training

- although staff is appreciative of all the training they received this year, they still need more training with google classroom, formative assessment, web 2.0 tools, NWEA, data binders, portfolios, peer coaching, activotes and Pearson

- staff feels we should have one adult advocate, that is not the child's classroom teacher, to build a connection or relationship with the student/s who are struggling

Other areas discussed included the following topics: assessment and data collection, physical space, squished staff lounge, not enough time and resources, curriculum changes, time needed for paperwork. The lowest area on the MDE survey was strand four which is resources and support systems. This is the complete opposite of families. This score was still above 4 points out of five, but the lowest overall rating out of the five strands.

26c. Teacher/Staff Perception Data

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

All staff input has been gathered and will be used to plan out professional development for staff during the next couple of years and these

ideas will be added to the school improvement plan as activities. Feedback has already helped change staff meetings for more discussion time. Coffee talks are offered to staff for further discussion on topics. A survey was also shared with staff just to gather more specific input about upcoming PD. We are working with the PBIS team to revamp what we do and add in more social and emotional learning along the way and work more as a community. Staff wants to look at a math program or math resources. This discussion will continue next year. Staff wants to focus more on relationships rather than on data and testing.

27a. Stakeholder/Community Perception Data

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

Community and stakeholder involvement shows satisfaction in the following areas:

82% recognize and appreciate the school staff as caring and committed

85% provide support for the school garden and healthy eating program

80% feel informed and support our positive behavior intervention support program

Over 80% are familiar with the behavior matrix and incentives

Over 80% participate in and enjoy our community service projects, publishing center, library night and visiting author program

27b. Stakeholder/Community Perception Data

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

Community and stakeholder concerns include the following:

- physical space at Eastover

- information and updates on the school budget

- more information on Title I

- Enrichment/Advancement opportunities and what is the process

- Further communication about the building instructional team (child study) process

27c. Stakeholder/Community Perception Data

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

This year we began coffee talks and training for families and community members to attend. The topics at each meeting we brought up by stakeholders. The topics included: physical space, budget, common core standards, and processes. We will continue this work next year based on community input and feedback. We also share things out at PTO meetings. We have added a global education team and an Eastover Parent Advisory Committee to focus on things at Eastover.

Summary

28a. Summary

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

Please see the above responses. Eastover will continue to re-evaluate our school programs to ensure that they are meeting the needs of our students. We must continue to collect pre and post data to help us monitor student growth. We must continue to offer surveys, multiple meeting choices and opportunities for family members and stakeholders to give and receive feedback regarding our programming. We will use this information to continue to make improvements at Eastover and include any suggestions as activities in the school improvement plan. We will also continue to monitor data to close achievement gaps, as mentioned earlier in this section. Eastover will continue to allocate resources to good Tier I instructional practices and research-based interventions. Eastover will continue to work with families and stakeholders to provide a quality education for all students.

28b. Summary

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

Please see the above responses. Eastover will continue to re-evaluate our school programs to ensure that they are meeting the needs of our students. We must continue to collect pre and post data to help us monitor student growth. We must continue to offer surveys, multiple meeting choices and opportunities for family members and stakeholders to give and receive feedback regarding our programming. We will use this information to continue to make improvements at Eastover and include any suggestions as activities in the school improvement plan. We will also continue to monitor data to close achievement gaps, as mentioned earlier in this section. Eastover will continue to allocate resources to good Tier I instructional practices and research-based interventions. Eastover will continue to work with families and stakeholders to provide a quality education for all students.

28c. Summary

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

Please see the above responses. Eastover will continue to re-evaluate our school programs to ensure that they are meeting the needs of our students. We must continue to collect pre and post data to help us monitor student growth. We must continue to offer surveys, multiple meeting choices and opportunities for family members and stakeholders to give and receive feedback regarding our programming. We will use this information to continue to make improvements at Eastover and include any suggestions as activities in the school improvement plan. We will also continue to monitor data to close achievement gaps, as mentioned earlier in this section. Eastover will continue to allocate resources to good Tier I instructional practices and research-based interventions. Eastover will continue to work with families and stakeholders to provide a quality education for all students. Please see the 2016-17 School improvement plan.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Eastover is a K-4 school. We use NWEA for ELA and Math K-4 three times per year and we give the State assessment in the spring, as part of the assessment process. Further assessments are noted in the Title I plan.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	https://www.bloomfield.org/parents-students/annual-reports	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Eastover Elementary is a K-4 school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	not applicable	

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

School Improvement Plan
Eastover Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Pam Schoemer, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, 248.341.5415. Direct all other inquiries related to discrimination to: Christine Barnett, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, 248.341.5425.	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attachment	EO Title I Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attachment	EO Title I Parent Compact 15.16

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		15-16 EO Preschool to Kindergarten transition plan

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

 The comprehensive needs assessment was completed by all stakeholders of the Eastover Elementary this includes: school improvement team members, the principal, staff, students, and parents. Parents are a part of the school improvement team. The components are reviewed, analyzed and updated throughout the year at school improvement meetings, staff meetings, parent teacher organization (PTO) meetings, a Title I night, and through surveys. As an Eastover staff, we complete a staff and family survey to gather additional input regarding our Title I programming in the spring, annually. As a staff, we realize this document is a work in progress and we utilize parents as an integral part of this process. The Eastover Targeted Assistance Plan is designed to complement the school improvement plan. Goals for meeting the needs of eligible students are written specifically with strategies and procedures that are followed to ensure that eligible students are given the assistance needed to succeed in the classroom. This year our school is extremely proud of winning the 2015 National Blue Ribbon Award.

Eastover has 64 students that are free and reduced lunch,which is equivalent to 13% of the student population.

All students participate in formative and summative assessments that are used to guide instruction and identify students who need additional support. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions. Once students are identified as at-risk, assessments are used to continue to inform staff about instructional choices and determine program eligibility. The teachers record student scores in a classroom assessment data spreadsheet. Assessments are reviewed in all four core academic areas.

Our school looks at multiple sources of data including demographic data, achievement data, process data, and perception data as part of the comprehensive needs assessment process. Some of our demographic data includes a review of conference attendance, parent involvement activities and policies, enrollment trends, subgroups of students and staff trends. This data is reviewed through school improvement meetings, PTO meetings, and staff meetings.

We take time to review our process data which includes, but is not limited to homework practices, volunteering, our School Systems review analysis (SSR), conferences and parent participation. This happens through staff meetings, PTO meetings, family coffee talks and school improvement meetings. PTO meetings are monthly, Coffee talks are scheduled monthly, school improvement meetings are monthly, and staff meetings are bi-weekly.

The last of our data review includes perception data. Each year our school completes building wide surveys with staff, students, and families. These surveys are then analyzed at school improvement meetings and the information is shared back with staff.

Some of our achievement data analysis includes, but is not limited to a review of MSTEP data, formative and summative assessments, WIDA and Mi-Access, NWEA, DRA, report cards and grade level assessments in all core academic areas. This review is done through grade level professional learning meetings, school improvement team meetings and data dig days. Data dig days are held a minimum of two times per year. Teachers have 7 1/2 days to meet in professional learning team meetings, along with common planning time each week. Teachers keep all of their data on classroom spreadsheets for each subject area. Assessments are reviewed in all four core academic subjects: ELA, math, science and social studies. Further details are outlined below.

Student achievement:

MEAP (Michigan Education Assessment Program) and Now the MStep (The Michigan Student test of Educational Progress)

o All 3rd and 4th graders take the M-Step in the spring. We have taken time to review previous years MEAP data and then once the M-Step scores are released we review those scores. Staff members review student scores and check for students who have not met grade level expectations. As part of the school improvement process, student scores are reviewed and gaps in student achievement are discussed.

o DRA: Developmental Reading Assessment (Developmental Reading Assessment Reporting Form) & the BHRI (Bloomfield Hills Reading Inventory)

Kindergarten, First, Second and Third Grade students are all assessed using the DRA a minimum of two times per year, including mid-year (January) and at the end of the year (June). First, Second and Third grade students are also assessed at the beginning of the year. The DRA end of the year scores are used to determine whether additional literacy support services will be needed for the following school year as well as the types of groupings that will be needed for each grade level. Grade 1<3; Grade 2<18, and Grade 3<30. Fourth grade students are all assessed with the BHRI (Bloomfield Hills Reading Inventory) a minimum of two times per year. They are also assessed at the beginning of the year.
Beginning of the year, mid-year DRA and BHRI assessments are used to determine eligibility throughout the school year, as well as requirements for the discontinuation of services.

o District/Building Common Assessment (in Math, Science and Social Studies)
Students are assessed at least twice per year using district-wide science, social studies, and math common assessments.

o NWEA Assessment
The NWEA is a research-based, computer adaptive assessment for Language, Reading and Math used for students in K-4th grades. This tool measures and ranks progress in each academic area. This assessment is administered three times per year at the beginning, middle and end of the year.

o MLPP (The Michigan Literacy Progress Profile)
Kindergarten students are assessed throughout the school year using the MLPP assessments. The results are recorded on the classroom data spreadsheet. This assessment includes a variety of tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors:
- sight word recognition
- phonemic awareness tasks
- hearing and recording sounds
- concepts about print
- letter identification
- sound identification

o Reading Recovery OSS: Marie Clay - Observational Survey Summary (Observation Survey Summary Reporting Form)
For first graders, in addition to the DRA, lower achieving students are assessed with the Observation Survey for Reading Recovery. Each child in the Reading Recovery program is assessed using the OSS before entering the intervention, when leaving the intervention, and at the end of the school year. The Observation Survey incorporates six literacy tasks, all of which are necessary for describing a young child's

emerging reading and writing behaviors:

-Letter Identification to determine which letters the child knows and preferred mode of identification

-Word Test to determine if the child is building a personal resource of reading vocabulary o Concepts About Print to determine what the child knows about the way spoken language is represented in print

-Writing Vocabulary to determine if the child is building a personal resource of known words that can be written in every detail

-Hearing and Recording Sounds in Words to assess phonemic awareness by determining how the child represents sounds in graphic form

-Text reading to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record)

o Mathematics Reporting Form

Our mathematics program includes numerous unit assessments along with beginning, middle, and end of the year assessments. All students take the beginning, middle, and end the year assessments and scores are recorded and submitted to the building administrator. This tool is administered to students in kindergarten through 4th grade by classroom teachers.

o Pre-School Assessment

For students who attend our district preschools, the Building Instructional Team works with the preschool staff, at the preschool, to identify students who might have instructional needs in kindergarten, using a preschool assessment of basic skills. Students who are achieving below end of the year expectations in preschool are noted for possible services and support when entering kindergarten at Eastover.

o LANGUAGE!

All eligible 3rd grade students who were identified through classroom teacher observation, services received in the previous year, and through the Building Instructional Team are assessed using the series of LANGUAGE! Assessments. LANGUAGE!'s assessment structure identifies students' needs and provides effective instructional solutions. It identifies students who need intervention, intervenes with an instructional plan tailored to meet students' needs, monitors student progress in developing mastery of essential concepts, skills, and strategies, and connects the data to instruction. It includes both formative and summative assessments. The LANGUAGE! Reading Scale Placement Test assessment is given to the entire class or designated students prior to the beginning of LANGUAGE! instruction. This assessment, which is a reading comprehension tool based on the Lexile readability scale, identifies weaknesses of individual struggling students and determines appropriate entry points into instruction. Each Placement Assessment consists of seven non-fiction passages on a variety of topics; the passages are arranged in order of increasing text difficulty. Test items are formed by the deletion of words from the passages. Students select the best word to fill in the blank. Responding correctly requires understanding the text surrounding the word. The baseline tests are administered prior to entering the curriculum. These tests give teachers a baseline indicator of students' skills, which can be used to measure growth as students progress through the curriculum. Baseline tests include fluency, spelling, comprehension, and writing. End-of-Book Content Mastery tests provide teachers with a view of each student's overall mastery of curriculum content.

o Adolescent Accelerated Reading Initiative (AARI)

Students are identified in 3rd and 4th grade as eligible for AARI based on classroom teacher observation and assessment and DRA or BHRI assessment and/or struggling with nonfiction in science and social studies. It identifies students who need intervention, intervenes with an instructional plan tailored to meet students' needs, monitors student progress in developing mastery of essential concepts, skills, and strategies, and connects the data to instruction. It includes both formative and summative assessments.

o Classroom teacher input/observations

Summer and upcoming fall targeted assistance programs are developed based upon at-risk student scores and the indicated areas in need of improvement. Student progress is reviewed on an ongoing basis by the principal, classroom, and Title I teachers. Teachers utilize

formative and summative assessments throughout the year to assess student progress.

o Teacher Differentiation Document - MAP: Maximizing Academic Potential (MAP Teacher Form) At the end of the year, teachers fill out a MAP form for every student grades K-4. The MAP form provides the following year's teacher with background information on students. Differentiation strategies that worked/didn't work, accommodations, whether or not the student is performing within grade level expectations, and other relevant data are included.

o Parent input conference form - MAP: Maximizing Academic Potential (MAP Brochure & Parent Form)
Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history. At parent/teacher conferences, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made.

o Reading Recovery, Literacy Group, and Math Support Group Parent Survey
At the end of the year, a Literacy Coach and Math Support Feedback Form is given to parents to complete to aid the Title I teachers in reflection/evaluation, and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan.

o Standards Based Report Card
Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Literacy Group, Math support, or other Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Literacy Coach or program facilitator.

o Report card parent response/feedback form
Parents are provided with report cards at the end of each card marking period for documentation of student progress. Each report card comes home in an envelope that has a section where parents are asked to provide comments and feedback on their child's report card and on the semester as a whole. These report card envelopes are returned to the teacher.

As a staff, we realize that this work informs our SIP and is a work in progress. We are continually analyzing, reviewing and updating all of our information to improve student achievement and inform the next SIP and Targeted Assistance Plan.

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

Eastover Elementary provides identified/eligible students who are failing or most at risk of failing the standards support in all core academic areas. All students participate in formative and summative assessments that are used to guide instruction and identify students who need additional support. Students are assessed throughout the year to monitor their progress and to evaluate the effectiveness of school interventions. Once students are identified as at-risk, assessments are used to continue to inform staff about instructional choices and determine program eligibility.

Students are identified for interventions based on several measures. Teachers analyze NWEA, Mstep, common assessments, Standards based assessments, MLPP, DRA, work samples, rubrics, teacher observation, or other running records. Teachers meet monthly with their grade level colleagues to discuss classroom assessments based on Common Core Standards. Teachers record all of their data on a classroom spreadsheet. Teachers analyze their data in data dig meetings. Parents or guardians may also make a recommendation that their child needs time and additional support through the classroom teacher, building principal or at parent/teacher conferences. Students are then brought up to our Building Instructional Team (BIT) to determine what interventions, strategies or supports would best help a student based on their individual need.

Teachers use formative data weekly to guide instruction. Teachers record summative data on classroom data spreadsheets (excel documents). Data is collected in all four core academic areas. The Developmental Reading Assessment, which is given three times per year is recorded on the classroom data spreadsheet for grades K-3. The Bloomfield Hills Reading Inventory is used in grade 4 and kept on the classroom data spreadsheet. This assessment is given a minimum of two times per year. Teachers keep their spreadsheets. The classroom data spreadsheets are housed on a shared drive where the principal and members of the BIT can access the data during the year to see how students are doing. Writing assessments are given in all grades three times per year. Pre and post writing assessment scores are kept on the classroom spreadsheets. Math unit assessments, science unit assessments and social studies unit assessments are also recorded on the classroom data spreadsheets. These assessments are given throughout the year. Kindergarten teachers add MLPP tasks to their spreadsheets three times per year during the fall, winter and spring. NWEA fall, winter and spring scores for classrooms are recorded on the classroom data spreadsheets for all grades. The building adminstrator and general education resource teacher create bar graphs and tables with NWEA and M-Step to help grade level teams analyze our building level data during the school year. Title I teachers and the GERT teacher have access to the spreadsheets. In summary, data is added throughout the year and during the fall, winter and spring when the assessments are given. Many teachers, including Title I teachers, also keep checklists to record how students are doing on each standard. Teachers keep sample student work, checklists, and their spreadsheets to share with the BIT and the principal throughout the year. Teachers have data dig meetings at least twice per year to analyze all of their data, create intervention groups for their classroom, and adjust instruction. The teachers complete data reflections which are then turned into the buidling administrator for monitoring purposes during these meetings.

The Building Instruction Team (BIT) includes the principal, the school social worker, the school psychologist, special education teachers, ELL teachers, General Education Resource Teacher (GERT) teacher, and Title I teachers. This team meets weekly and are available for consultation and program implementation. These weekly meetings are structured and focus on meeting the needs of individual students that are brought up for consideration and ideas for interventions both behaviorally and academically.

The master schedule was designed carefully to provide teachers with common planning time with their grade level peers. This provides all staff members with time to reflect on professional development, instructional practice, differentiated instruction, and student progress.

BIT (Building Instructional Team) minutes are shared with the general education teachers involved, special education staff, Title I teachers, GERT (General Education Resource Teacher), creative arts teachers, and other support staff, to ensure that everyone who works with identified students is kept updated on their status, progress and plan.

Students who are not mastering the State's academic achievement standards will be put into a tier of support. The tiers determine the level and intensity of support. Staff will continue to progress monitor the children once in support. If it is determined that a child is not making sufficient progress, the level or tier of support may change. If after several attempts with Tier II and III interventions the student fails to make growth, the building instructional team will reconvene to discuss the progress of the student and make further recommendations. The role of this team is to look at a child's needs and determine if further testing is needed.

All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding. Students who are homeless or were in Headstart or the Great Start Readiness program in the prior two years are automatically considered for support per the Title I guidelines.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group instruction.

READING - (K-4)
Tier I: All students - Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and individual instruction allowing for differentiation.

Tier II: Teachers use MLPP, Running Records, and NWEA, and student work. See the detailed list below. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.
o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.
o Teachers also use RAZ-kids in grades K-2 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.
o Teachers also use Accelerated Reader for children in grades 1-4 for extended reading practice. These can either be books or online books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support. Some students will be pulled from the classroom for a specific program or targeted instruction, while others remain in the classroom for targeted intervention. Pull out support is determined based on the child's needs.
o The General Education Resource teacher and support staff use AARI, Read Naturally or Language! intervention programs at Tier II supported by the general funds for students in grades 3-4.
o Summer school is also offered to students needing additional support in literacy using Title I funding.
o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

Tier III:
o Reading Recovery is for the lowest achieving first grade students only who fall significantly below grade level benchmarks based on classroom literacy assessments and the Observation Survey Summary during the first semester and second semester using general education funds .
o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.
o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in reading using direct instruction.

These are the assessments and criteria used for reading:

READING - Entrance Assessments used

DRA - below quarterly reading benchmark proficiency chart grades developed by Fountas and Pinnell K-3

BHRI - below grade level reading in grade 4

NWEA - students scoring at the 30th percentile and below grades K-4

MLPP - below grade level expectations for Fall, winter, and spring grades K

Marie Clay Observation Survey for Reading Recovery Qualification in grade 1

Informal Observations - Teacher documentation and recommendation grades K-4

M-Step ELA - partially proficient or not proficient (formerly levels 3 and 4) grades 3 and 4

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

READING - Exit criteria

DRA - students are on grade level using the benchmark proficiency chart by Fountas and Pinnell grades K-3

BHRI - on grade level reading in the proficient range grade 4

MLPP - on grade level expectations for fall, winter or spring K

NWEA - scoring in the average RIT range K-4

Classroom assessments showing 80% proficiency K-4

Consultation with classroom teacher through BIT K-4

MATH - (K-4)

Tier I: All students - Math workshop approach uses the gradual release of responsibility model and includes whole group, small group, and individual instruction to students allowing for differentiation.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

o Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-4)

o Xtramath.org is another Math Fact Fluency program providing students additonal time and support with math facts. (K-4)

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support.

o Summer school is also offered to students needing additional support in mathematics using Title I funding.

o Math Pentathlon is offered after school as an extended learning opportunity.

o Some students will be pulled from the classroom for a specific program or targeted instruction, while others will remain in the classroom for targeted intervention. Pull out support is based upon a child's needs. Students pulled from the classroom in grades K-4 will work with the General Education Resource room teacher and/or support staff on student specific targeted common core standards, in other words direct instruction using general education funding. Students are seen in small groups.

Tier III:

o Students who need additional time and support in grades K-2 will be provided Title I math support using the My Math program from

McGraw-Hill using Title I funding with a math specialist.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in math using direct instruction.

These are the assessments and criteria for math.

MATH - Entrance Criteria

NWEA - students scoring in the 30th percentile and below (all grades)

Grade level common assessments below 70% (all grades)

Unit Tests - below 70% (all grades)

Informal Observations - Teacher documentation and recommendation (all grades)

Mstep - partially proficient or not proficient (formerly levels 3 and 4) (grades 3 and 4)

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

MATH - Exit criteria

NWEA - scoring in the average RIT range K-4

Classroom assessments (Unit tests and Common Assessments) showing 80% proficiency K-4

Consultation with classroom teacher through BIT K-4

WRITING - (K-4)

Tier I: All students - Writing workshop approach uses the gradual release of responsibility model and includes whole group, small group and individual instruction to students allowing for differentiation.

Tier II: Students who score between 0-11 points on the pre-assessment rubric, and/or low on writing samples, and/or 3 or 4 on the ELA MStep are provided additional small group instruction.

o Small group instruction will be utilized based on writing samples. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

o Teachers will utilize writing in response to reading and writing across the curriculum to support students in writing.

o Feedback conferencing is done with individual students to push specific learning targets and standards with students.

o Teacher's use Writing Fluency Tracker to help students improve writing fluency and stamina across the curriculum.

o Summer school is also offered to students needing additional support in writing using Title I funding.

With additional instruction if students scores remain low or are in the bottom ¼ of the classroom scores, the students are recommended for Title I consideration.

o General Education Resource Room teacher support - Small groups of students may also be pulled from the classroom to receive direct instruction in writing based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

Tier III:

o Students needing additional time and support with writing will receive direct instruction, pull out support, from a Writing Specialist using the Calkins' Curriculum with Title I funds.

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first.   Students are assessed through regular running records and writing samples

throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in writing using direct instruction.

These are the assessments and criteria for writing.

WRITING - Entrance Criteria

District or Classroom Writing Assessment rubrics (students below grade level expectations on pre-assessment 0-11) (grades K - 4)

Informal Observations - Teacher documentation and recommendation (grades K-4)

MStep ELA - partially proficient or not proficient (formerly levels 3 and 4) (grades 3 and 4)

Classroom formative assessments - student work samples (grades K-4)

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

WRITING - EXIT Criteria

District or Classroom writing assessment rubrics students score within the grade level expectations K-4

Classroom or formative assessment samples show the student is meeting grade level expectations K-4

Consultation with classroom teacher through BIT K-4

SCIENCE - K-4

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach science concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about science concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-4 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom ¼ and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

o General Education Resource Room teacher support - Small flexible science groups grades 3 and 4 - Students may also be pulled from the classroom to receive direct instruction in science based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

o AARI or Read Naturally provided by the GERT teacher or support staff in grades 3-4 focus entirely on reading and comprehending nonfiction science and social studies text.

o Summer school is also offered to students needing additional support in science using Title I funding.

o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

Tier III:

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in science using direct instruction.

SCIENCE - Entrance Criteria

Classroom formative assessments below 70% proficiency

Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-4

Mstep levels 3 or 4 for grade 4 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

SCIENCE - Exit Criteria

Classroom formative assessments at 80% or above K-4

Unit Tests - at 80% or above K-4

Classroom work samples show the student is meeting grade level expectations K-4

Consultation with classroom teacher through BIT K-4

SOCIAL STUDIES - K-4

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach social studies concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about social studies concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-4 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom ¼ and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

o General Education Resource Room teacher support - Small flexible science groups grades 3 and 4 - Students may also be pulled from the classroom to receive direct instruction in social studies based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

o AARI or Read Naturally provided by the GERT teacher or support staff in grades 3-4 focus entirely on reading and comprehending nonfiction science and social studies text.

o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in

class.

Tier III:

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in social studies using direct instruction.

SOCIAL STUDIES - Entrance Criteria

Classroom formative assessments below 70% proficiency

Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-4

Mstep levels 3 or 4 for grade 4 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

SOCIAL STUDIES - Exit Criteria

Classroom formative assessments at 80% or above K-4

Unit Tests - at 80% or above K-4

Classroom work samples show the student is meeting grade level expectations K-4

Consultation with classroom teacher through BIT K-4

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

Students are identified for interventions based on several measures. Teachers analyze NWEA, MSTEP, common assessments, Standards based assessments, MLPP, DRA, work samples, rubrics, teacher observation, or other running records. Teachers meet monthly with their grade level colleagues to discuss classroom assessments based on Common Core Standards. Teachers record all of their data on a classroom spreadsheet. Teachers analyze their data in data dig meetings. Parents or guardians may also make a recommendation that their child needs time and additional support through the classroom teacher, building principal or at parent/teacher conferences. Students are then brought up to our Building Instructional Team (BIT) to determine what interventions, strategies or supports would best help a student based on their individual need.

Students who are not mastering the State's academic achievement standards will be put into a tier of support. The tiers determine the level and intensity of support. Staff will continue to progress monitor the children once in support. If it is determined that a child is not making sufficient progress, the level or tier of support may change. If after several attempts with Tier II and III interventions the student fails to make

growth, the building instructional team will reconvene to discuss the progress of the student and make further recommendations. The role of this team is to look at a child's needs and determine if further testing is needed. Students who are homeless or were in the Headstart or the Great Start Readiness Program in the prior two years are automatically considered for support per the Title I guidelines.

Teachers use formative data weekly to guide instruction. Teachers record summative data on classroom data spreadsheets (excel documents). Data is collected in all four core academic areas. The Developmental Reading Assessment, which is given three times per year is recorded on the classroom data spreadsheet for grades K-3. The Bloomfield Hills Reading Inventory is used in grade 4 and kept on the classroom data spreadsheet. This assessment is given a minimum of two times per year. Teachers keep their spreadsheets. The classroom data spreadsheets are housed on a shared drive where the principal and members of the BIT can access the data during the year to see how students are doing. Writing assessments are given in all grades three times per year. Pre and post writing assessment scores are kept on the classroom spreadsheets. Math unit assessments, science unit assessments and social studies unit assessments are also recorded on the classroom data spreadsheets. These assessments are given throughout the year. Kindergarten teachers add MLPP tasks to their spreadsheets three times per year during the fall, winter and spring. NWEA fall, winter and spring scores for classrooms are recorded on the classroom data spreadsheets for all grades. The building adminstrator and general education resource teacher create bar graphs and tables with NWEA and M-Step to help grade level teams analyze our building level data during the school year. Title I teachers and the GERT teacher have access to the data spreadsheets. In summary, data is added throughout the year and during the fall, winter and spring when the assessments are given. Many teachers also keep checklists to record how students are doing on each standard. Teachers, and Title I teachers, keep sample student work, checklists, and their spreadsheets to share with the BIT and the principal throughout the year. Teachers have data dig meetings at least twice per year to analyze all of their data, create intervention groups for their classroom, and adjust instruction. The teachers complete data reflections which are then turned into the buidling administrator for monitoring purposes during these meetings.

All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team (BIT) process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group instruction.

READING - (K-4)
Tier I: All students - Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and individual instruction allowing for differentiation.

Tier II: Teachers use MLPP, Running Records, and NWEA, and student work. See the detailed list below. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.
o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.
o Teachers also use RAZ-kids in grades K-2 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.
o Teachers also use Accelerated Reader for children in grades 1-4 for extended reading practice. These can either be books or online books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level reading expectations or are in the

bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support. Some students will be pulled from the classroom for a specific program or targeted instruction, while others remain in the classroom for targeted intervention. Pull out support is determined based on the child's needs.

o The General Education Resource teacher and support staff use AARI, Read Naturally or Language! intervention programs at Tier II supported by the general funds for students in grades 3-4.

o Summer school is also offered to students needing additional support in literacy using Title I funding.

o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

Tier III:

o Reading Recovery is for the lowest achieving first grade students only who fall significantly below grade level benchmarks based on classroom literacy assessments and the Observation Survey Summary during the first semester and second semester using general education funds .

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in reading using direct instruction.

These are the assessments and criteria used for reading:

READING - Entrance Assessments used

DRA - below quarterly reading benchmark proficiency chart grades developed by Fountas and Pinnell K-3

BHRI - below grade level reading in grade 4

NWEA - students scoring at the 30th percentile and below grades K-4

MLPP - below grade level expectations for Fall, winter, and spring grades K

Marie Clay Observation Survey for Reading Recovery Qualification in grade 1

Informal Observations - Teacher documentation and recommendation grades K-4

M-Step ELA - partially proficient or not proficient (formerly levels 3 and 4) grades 3 and 4

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

READING - Exit criteria

DRA - students are on grade level using the benchmark proficiency chart by Fountas and Pinnell grades K-3

BHRI - on grade level reading in the proficient range grade 4

MLPP - on grade level expectations for fall, winter or spring K

NWEA - scoring in the average RIT range K-4

Classroom assessments showing 80% proficiency K-4

Consultation with classroom teacher through BIT K-4

MATH - (K-4)

Tier I: All students - Math workshop approach uses the gradual release of responsibility model and includes whole group, small group, and

individual instruction to students allowing for differentiation.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

o Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-4)

o Xtramath.org is another Math Fact Fluency program providing students additonal time and support with math facts. (K-4)

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support.

o Summer school is also offered to students needing additional support in mathematics using Title I funding.

o Math Pentathlon is offered after school as an extended learning opportunity.

o Some students will be pulled from the classroom for a specific program or targeted instruction, while others will remain in the classroom for targeted intervention. Pull out support is based upon a child's needs. Students pulled from the classroom in grades K-4 will work with the General Education Resource room teacher and/or support staff on student specific targeted common core standards, in other words direct instruction using general education funding. Students are seen in small groups.

Tier III:

o Students who need additional time and support in grades K-2 will be provided Title I math support using the My Math program from McGraw-Hill using Title I funding with a math specialist.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in math using direct instruction.

These are the assessments and criteria for math.

MATH - Entrance Criteria

NWEA - students scoring in the 30th percentile and below (all grades)

Grade level common assessments below 70% (all grades)

Unit Tests - below 70% (all grades)

Informal Observations - Teacher documentation and recommendation (all grades)

Mstep - partially proficient or not proficient (formerly levels 3 and 4) (grades 3 and 4)

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

MATH - Exit criteria

NWEA - scoring in the average RIT range K-4

Classroom assessments (Unit tests and Common Assessments) showing 80% proficiency K-4

Consultation with classroom teacher through BIT K-4

WRITING - (K-4)

Tier I: All students - Writing workshop approach uses the gradual release of responsibility model and includes whole group, small group and individual instruction to students allowing for differentiation.

Tier II: Students who score between 0-11 points on the pre-assessment rubric, and/or low on writing samples, and/or 3 or 4 on the ELA MStep are provided additional small group instruction.

o Small group instruction will be utilized based on writing samples. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

o Teachers will utilize writing in response to reading and writing across the curriculum to support students in writing.

o Feedback conferencing is done with individual students to push specific learning targets and standards with students.

o Teacher's use Writing Fluency Tracker to help students improve writing fluency and stamina across the curriculum.

o Summer school is also offered to students needing additional support in writing using Title I funding.

With additional instruction if students scores remain low or are in the bottom ¼ of the classroom scores, the students are recommended for Title I consideration.

o General Education Resource Room teacher support - Small groups of students may also be pulled from the classroom to receive direct instruction in writing based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

Tier III:

o Students needing additional time and support with writing will receive direct instruction, pull out support, from a Writing Specialist using the Calkins' Curriculum with Title I funds.

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Students are assessed through regular running records and writing samples throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in writing using direct instruction.

These are the assessments and criteria for writing.

WRITING - Entrance Criteria

District or Classroom Writing Assessment rubrics (students below grade level expectations on pre-assessment 0-11) (grades K - 4)

Informal Observations - Teacher documentation and recommendation (grades K-4)

MStep ELA - partially proficient or not proficient (formerly levels 3 and 4) (grades 3 and 4)

Classroom formative assessments - student work samples (grades K-4)

Parent interview or recommendation is a consideration K-4

Head start or GSRP in the previous year for Kindergarten

WRITING - EXIT Criteria

District or Classroom writing assessment rubrics students score within the grade level expectations K-4

Classroom or formative assessment samples show the student is meeting grade level expectations K-4

Consultation with classroom teacher through BIT K-4

SCIENCE - K-4

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach science concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about science concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used

throughout the year where students in grades K-4 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom ¼ and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.
o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.
o General Education Resource Room teacher support - Small flexible science groups grades 3 and 4 - Students may also be pulled from the classroom to receive direct instruction in science based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.
o AARI or Read Naturally provided by the GERT teacher or support staff in grades 3-4 focus entirely on reading and comprehending nonfiction science and social studies text.
o Summer school is also offered to students needing additional support in science using Title I funding.
o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

Tier III:
o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.
o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in science using direct instruction.

SCIENCE - Entrance Criteria
Classroom formative assessments below 70% proficiency
Unit tests - below 70% proficiency
Classwork samples
Informal Observations - teacher documentation and recommendation K-4
Mstep levels 3 or 4 for grade 4 (if scores are returned before the end of the year)
Parent recommendation is a consideration K-4
Head start or GSRP in the previous year for Kindergarten

SCIENCE - Exit Criteria
Classroom formative assessments at 80% or above K-4
Unit Tests - at 80% or above K-4
Classroom work samples show the student is meeting grade level expectations K-4
Consultation with classroom teacher through BIT K-4

SOCIAL STUDIES - K-4

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach social studies concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about social studies concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-4 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom ¼ and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.
o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.
o General Education Resource Room teacher support - Small flexible science groups grades 3 and 4 - Students may also be pulled from the classroom to receive direct instruction in social studies based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.
o AARI or Read Naturally provided by the GERT teacher or support staff in grades 3-4 focus entirely on reading and comprehending nonfiction science and social studies text.
o Summer school is also offered to students needing additional support in science using Title I funding.
o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

Tier III:
o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.
o General Education Resource Room support is used K-4 for students who need intensive, very small group support (one to two students) to meet the standards in social studies using direct instruction.

SOCIAL STUDIES - Entrance Criteria
Classroom formative assessments below 70% proficiency
Unit tests - below 70% proficiency
Classwork samples
Informal Observations - teacher documentation and recommendation K-4
Mstep levels 3 or 4 for grade 4 (if scores are returned before the end of the year)
Parent recommendation is a consideration K-4
Head start or GSRP in the previous year for Kindergarten

SOCIAL STUDIES - Exit Criteria

Classroom formative assessments at 80% or above K-4

Unit Tests - at 80% or above K-4

Classroom work samples show the student is meeting grade level expectations K-4

Consultation with classroom teacher through BIT K-4

Other - ADDITIONAL INFORMATION GATHERED:

Teacher Differentiation Document - MAP - Maximizing academic progress form

At the end of the school year, teachers fill out a MAP form for every student in grades K-4. The MAP form provides the following year's teacher with background information on students. Differentiation strategies that worked/didn't work, accommodations, whether or not the student is performing within grade level expectations, and other relevant data are included.

Parent Input Conferences Form - MAP Maximizing Academic Potential (MAP brochure and Parent form)

Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history. At parent/teacher conferences, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made.

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

Our school does not house a preschool program, however consideration is given to students coming from our feeder school. The main process is outlined in the responses to questions 2 and 3 in this component. In addition, the process to determine K-2 grade student eligibility for the Title I targeted program includes: parent interviews and input gathered at input conferences or conferences throughout the school year, teacher judgement based upon observation, classroom performance, grade level common assessments, MLPP scores, running records, NWEA scores, and other assessments that are developmentally appropriate. Students who are documented as homeless and students who are enrolled in Head Start or GSRP within two years of attending Eastover Elementary School are also identified and automatically considered for services following the Title I guidelines.

Parent or Guardian input is gathered during input conferences in the early Fall of each year for all students. It is gathered again at bi-annual parent/teacher conferences, informal meetings, and communication through e-mail. Strong attempts are made to listen to parent concerns and work with parents to help them learn how to work at home with their children on required grade level expectations.

Teacher judgement is strongly considered. All teachers in grades K-2 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greater risk of failing the CCSS. Students who score below benchmarks are put on an initial "watch" list and brought up to our building instructional team or child study team. Additional instruction in small flexible group instruction in the classroom is the next step. With additional instruction if a student's scores remain below designated benchmarks, 70%, and/or rank in the bottom 1/4 of their classroom scores, the students are placed on a list for Title I consideration and/or GERT consideration.

Component 2: Services to Eligible Students

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

Classroom teachers, the General Education Resource Teacher (GERT), the Building Instructional Team (BIT) members, and Title I teachers plan for supplemental assistance groups showing skill or deficiency with the Common Core State Standards. Teachers provide supplemental support on an on-going basis in the classroom as determined by a lack of proficiency with formative and summative classroom assessments, DRA, BHRI, Unit tests, MLPP, writing rubrics, and NWEA assessments for applicable content areas. Classroom teachers work with Title I staff to coordinate summer school opportunities for students in need of additional time and support.

All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding. Students who are homeless or were in the Headstart or the Great Start Readiness Program in the prior two years are automatically considered for support per the Title I guidelines.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group or individual instruction. Here are the program services that are provided in the four core areas:

READING - (K-4)
Tier I: All students - Core instruction through Reading Workshop
Who: Classroom teacher
What: Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.
Examples of When: small guided reading groups or strategy groups, conferring with students using workshop model within reading workshop time frame
Assessment: DRA grades K-3/BHRI grade 4 - assessments occur 2-3 times per year depending on the grade level, monthly running records, along with anecdotal notes from conferences.

Tier II: Teachers use MLPP, Running Records, and NWEA, teacher recommendations, parent input and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.
Who: Classroom teacher
What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal reading workshop time. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.
Assessment: Progress monitoring through running records, anecdotal notes, and observations.

Who: Classroom teacher
What: RAZ kids provides children with online o Teachers also use RAZ-kids in grades K-2 to provide children extended reading practice.
RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading.

Every leveled book has an online quiz and running record for teachers to check progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story and recorded readings of students to collect running record information.

Who: Classroom teacher

What: Teachers also use Accelerated Reader for children in grades 1-4 for extended reading practice. These can either be books or online books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story

Who: GERT teacher (General Education Resource Teacher) grades K-4 For students who do not qualify for Title one or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score a 4 on the MSTEP, are below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: AARI (Adolescent Accelerated Reader Initiative), Read Naturally, Direct phonics instruction, or Language! are intervention programs supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. Students get small group instruction in these programs.

o Language! is an intensive mastery-based language arts intervention that targets the needs of non-readers, struggling readers, and English Language learners in 3rd and 4th grade. It accelerates them to grade level proficiency by utilizing sequential, cumulative, skill-based instructional format that addresses all learning styles.

o Read Naturally is a research-based program that focus on timed repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

o AARI is a comprehension program for students in grades 3 and 4 for students struggling to understand text. The focus is on text structure, questioning, and direct comprehension instruction. This comes out of a study from the University of Michigan and a partnership with Oakland School Literacy Consultants.

o Direct phonics instruction for students in K-2 struggling with alphabetic principles and early literacy skills such as letter/sound identification, rhyming, onset and rhyme, sight word recognition, and hearing and recording sounds.

Examples of When: Outside of the Reading workshop and Writing workshop time, other times during the day including DEAR time. Kids are seen 2- 4 times per week depending on their specific needs. Students may be pulled out for support or the GERT teacher may push in to the classroom.

Assessments: Progress monitored bi-weekly using Read Naturally records of progress, AARI running record, MLPP progress, NWEA progress, early literacy assessments, MLPP, and comprehension assessments. These programs are all at least 6 weeks.

o Summer school is also offered to students needing additional support in literacy using Title I funding. (STEM)

o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

o Accelerated reader is offered to students in grades K-4 who are reading and need additional time and opportunities to practice reading.

Tier III:

Who: Title I Literacy teacher grades K-2

Students who score below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration.

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop.   Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders. Students work in small groups of no more than 4 students.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records. This program runs 18-20 weeks. If students meet grade level benchmarks before the end of the program, they are then exited. If students are still not at proficiency when the program ends, they are then put in the second round of support.

What: Reading Recovery is for first grade students only who fall significantly below grade level benchmarks and based on Marie Clay observation survey during the first semester and second semester using general education funds. This program is a one-on-one intervention.

Who: Specially Trained Reading Recovery Teacher

When: 5 days per week for 30 minutes one-on-one outside of reading and writing workshop time

Assessments: Marie Clay observation survey and daily running records

This program runs 18-20 weeks.   If students meet grade level benchmarks before the end of the program, they are then exited.

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Who: GERT support (General Education Resource Teacher)

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in reading in grades K-4

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Math - (K-4)

Tier I: All students - Core instruction through Math Workshop

Who: Classroom teacher

What: Math Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.

Examples of When: small guided math groups or strategy groups, conferring with students using workshop model within math workshop time frame

Assessment: formative and summative assessments throughout the year, unit tests, common assessments, along with anecdotal notes from conferences.

Tier II: Teachers use formative and summative assessments, unit tests, and NWEA, recommendations, parent input and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal math workshop time. This may happen during DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their assessments.

Assessment: Progress monitoring through formative and summative assessments, NWEA, unit tests, anecdotal notes, and observations.

Who: Classroom teachers

What: Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time

and support. (K-4)

When: During math workshop, during other parts of the school day, and afterschool

Who: Classroom teachers

What: Xtramath.org is another Math Fact Fluency program providing students additonal time and support with math facts. (K-4)

When: During math workshop, during other parts of the school day, and afterschool

Who: Families and Teachers

What: Math Pentathlon

When: After school, once a week for students in grades K-4 throughout the school year

Who: GERT teacher (General Education Resource Teacher) grades K-4 For students who do not qualify for Title I or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal math workshop time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups for instruction.

Examples of When: Outside of the Math workshop time, throughout the school day.   Kids are seen 2-4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Summer school is also offered to students needing additional support in mathematics using Title I funding. (STEM)

Tier III:

Who: Title I Math teacher grades K-2

Students who score below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration.

What and When: My Math Program through McGraw-Hill for students in grades K-2. Students are pulled out for Math Intervention 4-5 times per week outside of Math Workshop. Title I funding is used for this program for Kindergarten, First and Second graders. Students are seen 3-5 times per week for 20-40 minutes. The My Math program uses direct instruction, homelinks, manipulatives, and math tools to children.

Assessments: Daily class work samples, formative assessment checks throughout the week and unit assessments. This program runs 6-8 weeks at a time.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in math in grades K-4

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Writing (K-4)

Tier I: All students - Core instruction through Writing Workshop

Who: Classroom teacher

What: Writing Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.

Examples of When: small guided reading groups or strategy groups, conferring with students using workshop model within writing workshop time frame

Assessment: Writing samples, prompted writing, notebooks, observations, along with anecdotal notes from conferences.

Tier II: Teachers use Writing samples, writing rubrics, prompted writing, notebooks, observations, along with anecdotal notes from conferences. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal writing workshop time and/or Writing Fluency Tracker. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their writing work.

Assessment: Progress monitoring through writing samples, anecdotal notes, and observations bi-weekly.

o Writing Fluency Tracker developed by Dr. Elaine Weber at the Macomb ISD - Writing development begins with fluency. Before students focus their writing, they need to know what their brain knows about the topic (fluency is a way of purging the brain of what it knows about a topic).   There needs to be a sufficient amount of information or "stuff" generated before the writer can find a focus for the writing (the second level of writing development). Once the writers have a focus, they determine the form they will use depending on topic, audience, and the purpose of the writing. Writing Fluency Tracker is concerned first with developing the student's finger and hand muscles to sustain the writing activity. Second, it is concerned with developing the consistent flow of the words from the brain to the paper (That is why we often offer "key words" to get the language flowing from the brain). The goal is to get a consistent flow of language from the brain to the paper.

Who: GERT teacher (General Education Resource Teacher) grades K-4 For students who do not qualify for Title I or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score 70% or below on writing assessments, are below grade level writing expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal writing workshop time. These are students who need it taught differently and at a different pace. Students are taught specific writing skills they need help with in content and ideas, grammar, conventions, and editing. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups 2-4 times per week. The GERT teacher may also push in during writing instruction.

Examples of When: Outside of the Writing workshop time, throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through pre and post assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Tier III:

Who: Title I Literacy teacher specializing in writing for grades K-2
Students who score below 70% proficiency on writing assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration.
What and When: Calkins writing program for students in grades K-2. Students are pulled out for Writing Intervention 3-4 times per week outside of Writing Workshop. (Title I funding is used for this program for Kindergarten, First and Second graders).
Assessments: Daily class work samples, formative assessment checks throughout the week and pre and post writing assessments. This program runs 4-6 weeks at a time.

Who: Title I Literacy teacher
What: Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first.   Students are assessed through regular running records and writing samples throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

Who: GERT support
What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in writing in grades K-4
When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Social Studies (K-4)
Tier I: All students - Core instruction through GLCE's and Oakland Schools Curriculum
Who: Classroom teacher
What: Social Studies direct instruction and small group instruction. Visible thinking routines and sustainability are integrated into instruction; along with live event learning.
Assessment: formative and summative assessments throughout the year, unit tests, common assessments, student work samples, along with anecdotal notes from conferences.

Who: Classroom teacher
What: Field trip to the farm and nature center
When: Two times each throughout the year for all students, live event learning tied to science and social studies

Tier II: Teachers use formative and summative assessments, unit tests, common assessments and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.
Who: Classroom teacher
What: Small group instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy/social studies skills.
Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) grades K-4 For students who do not qualify for Title one or other services, these students will see the GERT teacher for additional assistance in the core areas.

Students who are below 70% proficiency on assessments, are below grade level social studies expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for GERT consideration.

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Reading Naturally, instruction in Nonfiction text structures and features the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal social studies time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups 2-4 times per week. The GERT teacher may also push into the classroom.

Examples of When: Outside of the Social Studies time, throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Accelerated reader offers opportunities for reading of nonfiction social studies text. This supports students with concepts taught in class. Please see detailed description under the reading section.

Tier III:

Who: Title I teacher

What: Leveled Literacy Intervention for students in grades K-2

When: Pull out support 3-4 times per week for small groups of no more than 4 students to focus on writing in response to reading and comprehending nonfiction text in science and social studies.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in social studies in grades K-4

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Science (K-4)

Tier I: All students - Core instruction through GLCE's and Oakland Schools Curriculum

Who: Classroom teacher

What: Science direct instruction. Visible thinking routines and sustainability are integrated into instruction; along with live event learning.

Assessment: formative and summative assessments throughout the year, unit tests, common assessments, student work samples, along with anecdotal notes from conferences.

Who: Classroom teacher

What: Field trip to farm and nature center

When: Two times each throughout the school year

Tier II: Teachers use formative and summative assessments, unit tests, common assessments and student work. Students who score below

80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What: Small group instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy and science skills.

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) grades K-4 For students who do not qualify for Title one or other services, these students will see the GERT teacher for additional assistance in the core areas.

Students who are below 70% proficiency on assessments, are below grade level science expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for GERT consideration.

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Reading Naturally, instruction in Nonfiction text structures and features, the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal science time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups. The GERT teacher may also push into the classroom.

Examples of When: Outside of the Science time, throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Accelerated reader offers opportunities for reading of nonfiction science text. This supports students with concepts taught in class.Please see detailed description under the reading section.

o A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Tier III

Who: Title I teacher

What: Leveled Literacy Intervention for students in grades K-2

When: Pull out support 3-4 times per week for small groups of no more than 4 students to focus on writing in response to reading and comprehending nonfiction text in science and social studies.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in science in grades K-4

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Component 3: Incorporated Into Existing School Program Planning

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

Title I, Part A resources are considered a critical component of our School Improvement Plan. Title I, Part A programs are embedded within strategies in reading, writing, math, science and social studies. The School Improvement Plan is completed through the Advanc-Ed website. The Plan is updated annually based on achievement data and stakeholder input.

It is assured that the Eastover Targeted Assistance Plan is designed to complement our School Improvement Plan. Goals for meeting the needs of eligible students are written specifically with the strategies into the school improvement plan. The strategies are written in and followed to ensure that eligible students are given the timely needed assistance and that strategies are implemented and monitored.

Specifically, the school improvement team includes special education staff, school social worker, parents, principal, all Title I staff, grade level teachers, fine arts teachers, and the ESL teacher. The school improvement team meets monthly to review assessment data, targeting strengths and weaknesses. The school improvement team reviews all the comprehensive needs data for planning out improvements for the next year's SIP. They also help evaluate current programming and make recommendations. We continually review parent and staff surveys. School improvement team reps share the information back with their counterparts. Updates on what happens at the School improvement team meetings are shared out in the principal's report at the PTO meetings monthly and families are asked to give feedback. Each year our school conducts an annual parent, staff, and student survey to collect perception data and we also conduct an annual Title I survey to collect data and feedback.

Information is collected throughout the year from Title I meetings, data digs, staff meetings, coffee talks, parent advisory meetings and PTO meetings. All of this information informs the School improvement team and is used to make improvements at our school and become part of the SIP. As stated earlier, the Title I staff are a part of the school improvement team. They attend Title I meetings, they have attended coffee talks, and they are a part of the staff. The Title I staff is an integral part of our Title I planning process. We are always re-evaluating to inform the next SIP and TAP.

The following goals and strategies are included in our SIP for 2016-17 to ensure that supplemental assistance is given to students and that Title I, Part A components are included in the SIP. Here you will find, listed out, the specific Tile I components in the SIP:

Math
Goal 1 - All students improving Mathematics skills across the curriculum.
Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.
  Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.
Title I staff are a part of the building instructional team. Title I funds are not used for this process.
  Activity - GERT support is provided to students in grades K-4 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in mathematics as based on assessments. General funds are used for this support.
  Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to

inform parents about Title I services and supports, along with a Title I math workshop to inform parents of how they can help at home. Title I funds are used for parent and family activities.

  Activity - Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds.

Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support.

Activity - Math Facts in a Flash online program to increase fact fluency

Activity - Xtramath.org online program to increase fact fluency

Activity - Math Pentathlon

Strategy - Tier III
Specially trained staff will implement research based programming to support students identified as most at-risk in mathematics and provide small group support. Groups consist of one to five students.

  Activity - Title I math support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I math support using the McGraw-Hill My Math program 4-5 times per week for 15-25 minutes depending on the individual group needs.This uses Title I funding.

  Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

  Activity - Parent and Family involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Student progress is monitored via the My Math unit pretests and post-tests, daily assessments, anecdotal notes, NWEA scores, and classroom assessment scores. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Writing
Goal 1 - All students improving Writing skills across the curriculum.
Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

  Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to writing. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

  Activity - GERT support is provided to students in grades K-4 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in Writing as based on assessments. Instruction is in the use of graphic organizers, phonics instruction, and direct instruction of content, conventions and grammar. General funds are used for this support.

  Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

 Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support. General funds.

Activity - Feedback conferencing with students

Activity - Writing Fluency Tracker

Activity - Students identified as being at-risk with writing will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds.

Activity - Writing in Response to reading across the curriculum

Strategy - Tier III

Specially trained staff will implement research based programming to support students identified as most at-risk in writing and provide very small group support.

Activity - Title I writing support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I writing support using the Calkins Writing program 2-3 times per week for a minimum of 30 minutes.This uses Title I funding, if available.

Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

Activity - Parent and Family involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

Activity - Leveled Literacy Intervention grades K-2

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Reading

Goal 1 - All students improving Reading skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to reading. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-4 who do not qualify for Title I or other supports. Intervention programs include Language!, AARI, Direct Instruction, and Read Naturally. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in reading as based on assessments. General funds are used for this support.

Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Title I staff and administrator will partner with the PTO to coordinate a family science and literacy night. This will use Title I funds. Family and community involvement.

Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support. General funds.

Activity - Raz-kids online leveled reading

Activity - Accelerated Reader

Activity - Students identified as being at-risk with reading will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds.

Strategies in closing subgroup gap in reading regarding ethnicity:

Activity - Global Champions

Activity - Diversity PD

Activity - Ruby Payne PD

Activity - Institute on Healing Racism

Strategy - Tier III

Specially trained staff will implement research based programming to support students identified as most at-risk in reading and provide very small group support.

  Activity - Title I reading support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I reading support using the Leveled Literacy Intervention by Fountas and Pinnell 3-4 times per week for a minimum of 30 minutes.This uses Title I funding.

  Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

  Activity - Parent and Family Involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

  Activity - Students in grade 1 will receive Reading Recovery Intervention developed by Marie Clay 4-5 times per week per guidelines.

  Activity - Title I staff will conduct a professional development workshop for families and staff on Leveled Literacy Intervention so they understand what the intervention is and how they can help. This will use Title I funds.

Activity - Leveled Literacy Intervention grades K-2

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Social Studies

Goal 1 - All students improving Social Studies skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

  Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to social studies. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

  Activity - GERT support is provided to students in grades K-4 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in Social Studies as based on assessments. General funds are used for this support. Instruction includes direct teaching on concepts, academic vocabulary, AARI, Read Naturally, and nonfiction text features and structure.

  Activity - Annual parent education meeting and/or workshops. Title I staff will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Accelerated Reader

Activity - Sustainability school-wide initiative tied to science

Activity - Visible Thinking school -wide initiative

Tier III

Activity - Leveled Literacy Intervention grades K-2 (Title I)

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Science -

Goal 1 - All students improving Science skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

  Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to science. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

  Activity - GERT support is provided to students in grades K-4 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in science as based on assessments. General funds are used for this support. Instruction includes direct teaching on concepts, academic vocabulary, AARI, Read Naturally, and nonfiction text features and structure.

Activity - Annual parent education meeting and/or workshops. Title I staff will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Students identified as being at-risk with science will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds.

Activity - Accelerated Reader

Activity - Sustainability school-wide initiative tied to science

Activity - Visible Thinking school -wide initiative

Tier III

Activity - Leveled Literacy Intervention grades K-2 (Title I)

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Component 4: Instructional Strategies

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

At Eastover, a variety of instructional methods, approaches, and interventions are used to meet the diverse and individual needs of ALL students to achieve instructional goals.   A three-tiered approach to intervention is utilized at Eastover. The Multiple Tiered System of Support (or MTSS) is recognized by MDE as a system for instruction, intervention and assessment. We also use research based methods for instruction. Outlined first are the research-based methods our school uses and then outlined are the instructional strategies at each tier, in each subject area for ALL students.

Our primary delivery of instruction happens through the workshop model. These lessons, along with teacher developed lessons follow the direct, explicit teaching concepts as based on Mike Schmoker's book "Focus," "Visible Thinking," by John Hattie, and "Making Thinking Visible," by Ron Ritchhart, Mark Church, and Karin Morrison. All of these formats for instruction are best practice and research-based on what good instruction looks like. Visible Thinking is one of our two main school initiatives. It is interwoven throughout every subject area. In addition, our staff also uses the professional learning community model to analyze student performances, develop curriculum, develop learning targets, design interventions, and design enrichment opportunities. The staff meets in ½ day professional learning communities seven times per year. The professional learning community model is research-based on the work of the Dufours and Eaker.

Our school uses a sustainability model. Sustainability is embedded in all of our subject areas and there is a vast amount of research around this. This research includes such topics as: food systems, water quality, gardening, recycling, energy, future and systems thinking. These practices are found within our instructional practices.

Our staff also uses the RtI/MTSS strategy this is tied to our goal of improving student achievement. Through this strategy, teachers work together in collaboration with Title I staff, specialists, the administrator, support staff and special education staff to identify student needs and determine tiers of support and/or interventions in all four core academic areas. Student performances are monitored through a Building Instructional Team model (or child study model called BIT). The Building Instructional Team meets weekly. The MTSS is a highly recognized school systems process or strategy to collaboratively improve student achievement through strategic support.

Tier I - Core Instructional Strategies for ALL students:

Reading
Reading is implemented using the reading workshop approach daily. The curriculum we use comes from the Oakland Schools K-4 MAISA units of study that include Common Core State Standards. Our staff breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The reading workshop approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher. Students move into independent reading, book clubs or partnership reading. While the students are reading, the teacher pulls small guided reading groups or strategy groups for further instruction. The teacher also confers with individual students. The workshop ends with a final teaching point made during the share time.

Guided Reading/Strategy Group Work This small group work provides instruction to meet the student's needs as a reader or writer. In guided reading, the teacher provides the support students need to be able to read higher-level texts. When students work in strategy groups, the

teacher is offering explicit instruction on one particular skill or strategy that the reader or writer needs.

Read Aloud The teacher reads aloud to the whole class or small groups. A carefully selected body of text is used. Text may be fiction or nonfiction, print or digital. During read aloud children experience the joy of hearing books read aloud; develop an understanding of literary language and engage in thinking and conversation about the text. Shared Reading The text is read together in a small group or as a class. Shared reading texts include songs, poems and books. Children read the text together, often echoing the initial modeled reading of the teacher. With repeated practice, children develop skills to fluently, and independently, read this text.

Writing

Writing is implemented using the Writing Workshop approach daily. The curriculum we use comes from the Oakland Schools K-4 MAISA units of study that include Common Core State Standards. Our staff that breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The writing workshop approach uses the gradual release of responsibility model. Children write daily during the writing workshop. The teacher provides direct instruction during the mini-lesson on one of three types of writing: narrative, informational and opinion. Students learn the process of writing and the value of sharing their writing with others. Through conferences and strategy groups, the teacher offers additional writing instruction in one-on-one or small group settings.

Math Workshop

Math is implemented using the math workshop approach daily. The curriculum we use comes from the Oakland Schools K-4 units of study that include Common Core State Standards. The Oakland Schools Units of study come with an enactment guide that shares which lessons connect Everyday Mathematics with the CCSS. Where Everyday Math does not meet the CCSS, our staff utilizes resources from Engage New York and Eureka Math. Our staff breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The math workshop approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher. Students rotate through math stations. While the students are working at their math stations, the teacher pulls small guided groups or strategy groups for further instruction. The teacher also confers with individual students. The workshop ends with a final teaching point made during the share time. An acceptable variation of the math workshop model would be an inquiry based lesson that follows a STEM engineering format and/or problem solving where students work through a problem individually, then in partners and then whole group with the class. This is the reverse instructional methodology of workshop.

Our math instruction focuses on the mathematical practices of using reasoning strategies, patterns, mathematical tools and perseverance to solve problems. Students and teachers engage in conversations about mathematics, using models, tools and explanations to support ideas. They also use accuracy and efficiency in calculations and communication. We also focus on the major topics of number and operations, algebraic thinking, geometry, data and measurement, and numeracy.

Social Studies

Social studies core instruction is taught via direct instruction in the core concepts. The core concepts are under the categories of history, civics, economics, geography, and public discourse.   We utilize the Oakland Schools units of study which include the GLCE's. The social studies teaching approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher or the students are engaged in a visible thinking routine to begin the lesson. While the students are working through a social studies task, the teacher pulls small guided groups or strategy groups for further instruction. The teacher may also confer with individual students. The children learn social studies through technology, research, field trips, and guest speakers. Students also have two opportunities throughout the year to participate in live event learning through the district farm and nature center.

Science

Science core instruction is taught via direct instruction in the core concepts. The core concepts are under the categories physical science, life science and earth science. Students are also taught the core science process skills. We utilize the Oakland Schools units of study which include the GLCE's. These units are currently undergoing work to shift to the new NGSS. We also utilized a inquiry based methodology for science. Each class prepares and presents an exhibition that incorporates all curricular areas. This exhibition is presented to parents by the children and highlights students' learning through visible thinking routines, experiments, and hands-on experiences. The science teaching approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher or the students are engaged in a visible thinking routine to begin the lesson. While the students are working through a science task, the teacher pulls small guided groups or strategy groups for further instruction. The teacher may also confer with individual students. An acceptable variation of the science model would be an inquiry based lesson that follows a STEM engineering format and/or problems solving where students work through a problem individually, then in partners and then whole group with the class. This is the reverse instructional methodology of workshop. Students have two opportunities throughout the year to participate in live event learning through the district farm and nature center.

Tier II - Intervention strategies for students needing some additional support.

Reading

Who: Classroom teacher, students in grades K-4

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal reading workshop time. This may happen during Daily Five instruction, DEAR time, in the first few minutes of the day, or during independent work time. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. Teachers can work with students on specific skills they need based on formative and summative assessments. Teacher may meet with students 2-4 times per week.

Where: In the classroom

Assessment: Progress monitoring through running records, anecdotal notes, and observations.

Who: Classroom teacher

What: RAZ kids provides children with online o Teachers also use RAZ-kids in grades K-2 to provide children extended reading practice.

How is it different: RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story and recorded readings of students to collect running record information.

Who: Classroom teacher

What: Teachers also use Accelerated Reader for children in grades 1-4 for extended reading practice.

How is it different: These can either be books or online books. These books provide students additional reading practice at their reading level. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story

Who: GERT teacher (General Education Resource Teacher), students in grades K-4

What: AARI (Adolescent Acclerated Reader Initiative), Read Naturally, Direct phonics instruction, or Language! are intervention programs supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in

Title I support or other services, but are struggling to meet grade level benchmarks.

How is the methodology different from classroom instruction?: The Adolescent Accelerated Reader Initiatve focuses on questioning the text, question-answer-response theory, and text structure to comprehend text. It involves responsive teaching methodology and critical methods of questioning to help students. Read Naturally methodology focuses on preteaching content vocabulary and timed repeated readings to improve reading fluency with nonfiction text. Language! is an intervention program designed for students who would benefit from explicit instruction in a structured language program. It incorporates spelling, vocabulary, language, reading and writing into the program.   The teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. The program is highly individualized, with students placed at an instructional level on the basis of an entry assessment, and continuing on that level until mastery of concepts and skills is attained.

Examples of when and where: The GERT teacher or paraprofessional may push into the classroom or meet with students outside of the reading workshop and writing workshop time, other times during the day including DEAR time.   Kids are seen 2- 4 times per week either in the classroom or in the GERT room depending on their specific needs.

Assessments: Progress monitored bi-weekly using Read Naturally records of progress, AARI running record, MLPP progress, NWEA progress and comprehension assessments. These programs are all at least 6 weeks.

o Language! is an intensive mastery-based language arts intervention that targets the needs of non-readers, struggling readers, and English Language learners in 3rd and 4th grade. It accelerates them to grade level proficiency by utilizing sequential, cumulative, skill-based instructional format that addresses all learning styles.

o Read Naturally is a research-based program that focus on timed repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

o AARI is a comprehension program for students in grades 3 and 4 for students struggling to understand text. The focus is on text structure, questioning, and direct comprehension instruction. This comes out of a study from the University of Michigan and a partnership with Oakland School Literacy Consultants.

o Direct phonics instruction for students in K-2 struggling with alphabetic principles and early literacy skills such as letter/sound identification, rhyming, onset and rhyme, sight word recognition, and hearing and recording sounds.

Other additional supports -

What: Summer school is also offered to students needing additional support in literacy using Title I funding. (STEM)

What: Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

Writing

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal writing workshop time. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. Teachers can work with students on specific skills they need based on their writing work.

Assessment: Progress monitoring through writing samples, writing rubrics, anecdotal notes, and observations bi-weekly.

Who: Classroom teacher

What: Writing Fluency Tracker developed by Dr. Elaine Weber at the Macomb ISD - Writing development begins with fluency.

How is it different: Before students focus their writing, they need to know what their brain knows about the topic (fluency is a way of purging the brain of what it knows about a topic).   There needs to be a sufficient amount of information or "stuff" generated before the writer can find a focus for the writing (the second level of writing development). Once the writers have a focus, they determine the form they will use

depending on topic, audience, and the purpose of the writing. Writing Fluency Tracker is concerned first with developing the student's finger and hand muscles to sustain the writing activity. Second, it is concerned with developing the consistent flow of the words from the brain to the paper (That is why we often offer "key words" to get the language flowing from the brain). The goal is to get a consistent flow of language from the brain to the paper.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-4

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal writing workshop time. These are students who need it taught differently and at a different pace. Students are taught specific writing skills they need help with in content and ideas, grammar, conventions, and editing within a given genre and connected to that genre. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks.

How is the methodology different from classroom instruction?: Students are directly taught the skills they need to improve their writing. This includes how to organize their writing, how to add content and ideas, how to check for conventions for example.

Examples of When:The GERT teacher may push into the classroom or meet with students outside of the reading workshop and writing workshop time, other times during the day including DEAR time throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through pre and post assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

Additional support -

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Math

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal math workshop time. This may happen during DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their assessments.

Where: in the classroom

Assessment: Progress monitoring through formative and summative assessments, NWEA, unit tests, anecdotal notes, and observations.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-4

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal math workshop time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks.

How is the methodology different from classroom instruction?: The teacher provides teaching using manipulatives, number lines, number grids, or the teacher uses other tools to aide the students in understanding a concept. The student may be taught in a different way to help them understand a concept.

Examples of When: The GERT teacher may push into the classroom or meet with students outside of the math workshop time, other times during the day including DEAR time.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

Who: Classroom teachers

What: Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-4)

When: During math workshop, during other parts of the school day, and afterschool

Who: Classroom teachers

What: Xtramath.org is another Math Fact Fluency program providing students additonal time and support with math facts. (K-4)

When: During math workshop, during other parts of the school day, and afterschool

Who: Families and teachers

What: The Mathematics Pentathlon ® is a program of interactive problem-solving games, supportive curricular and instructional activities, and assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with STEM and National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills.

When: Once a week for students in grades K-4 throughout the school year. Students can even get involved in competitions around the state.

Additional support -

What: Summer school is also offered to students needing additional support in mathematics using Title I funding. (STEM)

Social Studies

Who: Classroom teacher

What: Teachers will work with flexible small groups, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy/social studies skills.

Examples of When and where: In the classroom during other parts of the day, for example during reading workshop time or the beginning of the day

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-4

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Read Naturally, instruction in nonfiction text structures and features the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal social studies time. The GERT teacher may also push into classrooms to support students based on their specific need. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks.   The explanation of how these programs are different is provided in the reading section above.

Examples of When: Outside of the Social Studies time or during Social Studies time, throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

Additional support -

What: Accelerated reader offers opportunities for reading of nonfiction social studies text. This supports students with concepts taught in class.Please see detailed description under the reading section.

Science

Who: Classroom teacher

What: Flexible small group direct instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy and science skills.

Where: in the classroom

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) / students in grades K-4

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Read Naturally, instruction in nonfiction text structures and features, the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal science time. The GERT teacher may also push into the classroom during science time to support students who are struggling. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-4 who are not in Title I support, but are struggling to meet grade level benchmarks. The explanation of how these programs are different is provided in the reading section above.

Examples of When: Outside of the science time, throughout the school day.   Kids are seen 2- 4 times per week depending on their specific needs. The GERT teacher may also push into the classroom during science time to support students who are struggling

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

Additional support -

What: Accelerated reader offers opportunities for reading of nonfiction science text. This supports students with concepts taught in class.Please see detailed description under the reading section.

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Tier III - students needing intensive interventions and supports to meet the CCSS

READING

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes.   Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First

and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-qualityclassroom instruction. It includes reading, phonics, and writing about reading. LLI o ffers intensive instruction to help struggling readers develop pro cient systems of strategic actions for reading. It also includes phonics and word study instruction.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Developmental Reading Assessment (DRA) administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

What: Reading Recovery is for first grade students only who fall significantly below grade level benchmarks and based on Marie Clay observation survey during the first semester and second semester using general education funds.

How is this methodology different from classroom instruction:Reading Recovery is an intensive one-on-one based intervention that integrates strategic reading processes, repeated reading, phonics, decoding strategies, writing, writing about reading, and word work. Students work and performance is analzyed daily. Lessons are then individualized and tailored specifically to meet the individual needs of each child.

Who: Specially Trained Reading Recovery Teacher/students in grade one meeting Reading Recovery caseload criteria

When: 5 days per week for 30 minutes one-on-one outside of reading and writing workshop time

Assessments: Marie Clay observation survey and daily running records

This program runs 18-20 weeks.   If students meet grade level benchmarks before the end of the program, they are then exited.

Who: GERT for students in grades K-4

What: The GERT provides explicit reading, phonics, word study or decoding strategies to aid students in reading. Very small groups of 1 to 2 students.

Writing

Who: Title I Literacy teacher specializing in writing for grades K-2.

What and When: Calkins writing program for students in grades K-2. Students are pulled out for Writing Intervention 3-4 times per week outside of Writing Workshop, this uses direct instruction and the gradual release of responsibility. (Title I funding is used for this program for Kindergarten, First and Second graders).

How is the methodology different from classroom instruction: During support the writing teacher, has students write daily. The teacher then individualizes lessons based on the needs of each child in the group. The teacher provides direct instruction on a writing strategy or concept and then has the child practice it immediately. The teacher then gives the students feedback to enhance their writing during the lesson.

Assessments: Daily work samples, formative assessment checks throughout the week and pre and post writing assessments. This program runs 4-6 weeks at a time.

Who: Title I Literacy teacher using Leveled Literacy Intervention as developed by Fountas and Pinnell for students in grade K-2.

What: Leveled Literacy Intervention

How is it different: Leveled Literacy Intervention is for very small groups of students (3-4). Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-qualityclassroom instruction. It includes reading, phonics, and writing about reading. LLI o ffers intensive instruction to help struggling readers develop pro cient systems of strategic actions for reading. It also includes phonics and word study instruction. All of these strategies aid in writing achievement.

Who: GERT for student in K-4

What: Explicit instruction in writing for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle in writing complete sentences. The focus is to help kids with spelling, phonics, word

study, sentence fluency and stamina for writing. These are kids who struggle to write. Lessons are designed on writing samples of students and individualized on their needs.

Math

Who: Title I Math teacher grades K-2 .

What and When: My Math Program by McGraw-Hill for students in grades K-2. Students are pulled out for Math Intervention 4-5 times per week outside of Math Workshop for approximately 15-25 minutes depending on the individual needs of the group. Title I funding is used for this program for Kindergarten, First and Second graders. This intervention program uses a explicit instruction model with the gradual release of responsibility.

Assessments: Daily class work samples, formative assessment checks throughout the week and unit assessments. This program runs 8 weeks at a time.

How is this methodology/program different from classroom instruction: This program provides students with direct and explicit instruction in a concept. It provides additional visuals and graphics for kids, it has kids verbalize their thinking and then the teacher can give specific feedback to the students about what they did correctly and where they can improve. This program also includes a homelink component to explain the lesson to parents and students are provided addtional practice.

Who: GERT for student in K-4

What: Explicit instruction in math for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle with basic math concepts. Lessons are designed on math work samples of students and individualized on their needs.

Science

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes.   Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-qualityclassroom instruction. It includes reading, phonics, and writing about reading. LLI o ffers intensive instruction to help struggling readers develop pro cient systems of strategic actions for reading. It also includes phonics and word study instruction. 50% of the text students encounter is with science and social studies concepts and vocabulary.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Developmental Reading Assessment (DRA) administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

Who: GERT for student in K-4

What: Explicit instruction in science for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle with basic science concepts. Lessons are designed on science work samples of students and individualized on their needs.

Social Studies

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes.   Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-qualityclassroom instruction. It includes reading, phonics, and writing about reading. LLI o ffers intensive instruction to help struggling readers develop pro cient systems of strategic actions for reading. It also includes phonics and word study instruction. 50% of the text students encounter is with science and social studies concepts and vocabulary.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Developmental Reading Assessment (DRA) administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

Who: GERT for student in K-4

What: Explicit instruction in social studies for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle with basic social studies concepts or vocabulary. Lessons are designed on social studies work samples of students and individualized on their needs.

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

To ensure the use of best practices, programs and strategies were selected based upon early intervention research. The following studies were used to justify the selection of our building's intervention programs and instructional strategies at all tiers and in all four core academic areas.

Research for Reading and Writing (ELA): including guided reading, reading workshop, writing workshop, guided writing, direct instruction, conferring, small flexible grouping, AARI, Read Naturally, and Language!, Accelerated Reader, Leveled Literacy Intervention and Reading Recovery. These research-based practices tie in with our goal of increasing overall reading achievement and the strategies in our school improvement plan.

o Armbruster, B. B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: National Institute of Child Health and Human Development and U.S. Department of Education.
o Beck, I.L., & McKeown, M.G. (2001). Text Talk: Capturing the benefits of read aloud experiences for young children. The Reading Teacher, 55, 10-35.
o Heibert, E.H. (1994). Reading Recovery in the United States: What difference does it make to an age cohort? Educational Researcher, 23,15-25.
o Herman, R. & Stringfield,S. (1997). Ten Promising Programs for Educating All Children: Evidence of Impact. Ten promising programs for educating all children: Evidence of impact. Arlington, VA: Educational Research Service.

o Goldenberg, C. N. (1994). Promoting early literacy achievement among Spanish-speaking children: Lessons from two studies. E. Hiebert (Ed.). Getting reading right from the start: Effective early literacy interventions (pp. 171-199). Boston: Allyn and Bacon.

o McKeown, M. G. & Beck, I.L. (2003). Taking advantage of read-alouds to help children make sense of decontextualized language. In A. van Kleeck, S. A. Stahl, & E. B. Bauer (Eds.), On Reading Books to children (pp. 159-176). Mahwah, NJ: Erlbaum

o Moats, L. (2000) Speech to print: Language essentials for teachers. Baltimore: Paul H. Brookes.

o National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No.00-4769). Washington, DC: U.S. Government Printing Office.

o Pinnell,G.S. (1997). In Reading Recovery: A Review of Research. In J. Squire, J. Flood, & D. Lapp (Eds.), Handbook of Research on Teaching Literacy Through the Communication and Visual Arts (pp. 638-654). New York: Macmillan Library Reference USA. (A project of the International Reading Association).

o Raphael, T. (1986). Teaching question-answer relationships, revisited. The Reading Teacher, 39, 516-522.

o Renaissance Learning (2015). Trends in Student Outcome Measures:The Role of Individualized Reading Practice. Accelerated Reader by the numbers.

o Shanahan, T. & Barr, R. (1995). A Synthesis of Research on Reading Recovery. Reading Research Quarterly, 30, 958-996.

o Swanson, H. L. (2001). Searching for the best model for instructing students with learning disabilities. Focus on Exceptional Children, 34,1-15.

o What Works Clearinghouse Intervention Report: Reading Recovery. (2008, December 2). United States Department of Education, Institute of Education Sciences.

o Wasik, B.A. & Slavin, R.E. (1993). Preventing Early Reading Failure With One-To-One Tutoring: A Review of Five Programs. Reading Research Quarterly, 28, 179-200.

o Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

o Marzano, R. (2001). Classroom Instruction that Works

o Buffum, A, Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn.

o Hattie, J. (2011). Visible Learning for Teachers

o Marzano, R., Pickering, D., and Polack, J. (2001). Classroom Instruction That Works.

Additional Literacy Research:

Calkins, L. (2001). The Art of Teaching Reading

Calkins, L. (1994). The Art of Teaching Writing

Allington, R. (2011). What Really Matters for Struggling Readers

Allington, R. (2008). What Really Matters in Response to Intervention

Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn

Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5)

Parsons, S. (2010). First Grade Readers http://ferr.org (Florida Center for Research)

Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)

Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6

Anderson, C. (2000). How's It Going: A practical guide for conferring

Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition)

Collins, K. (2004). Growing Readers: Units of Study K-2

Fountas, I. and Pinnell, G. (2010) Leveled Literacy Intervention

Fountas, I. and Pinnell, G. (2009). When Readers Struggle Teaching that Works. Portsmouth, NH: Heinemann.

Goudvis, A. and Harvey, S. (2000). Strategies that Work

Goudvis, A. and Harvey, S. (2007). The Comprehension Toolkit (Grades 3-6)

Goudvis, A. and Harvey, S. (2008) The Primary Comprehension Toolkit (Grades K-2)

Hutchins, C. and Zimmerman, S. (2003). 7 Keys to Comprehension

Hasbrouck, J., Ihnot, C. and Rogers, G. (1999). Read Naturally: A strategy to increase oral reading fluency. Reading Research and Instruction, 39 (1), 27-37

Muspratt, S. Luke, A., and Freebody, P. (1997). Constructing Critical Literacies.

Russell (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase Literacy Growth of Adolescent Struggling Readers. University of Maryland.

Sydney:Allen & Unwin; and Cresskills, NJ: Hampton Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. Jounral of Adolescent & Adult Literacy, 43 (5), 448-461

Freebody, P., and Luke, A. (1990). Literacies programs: Debates and demands in cultural context. Prospect: Australian Journal of TESOL, 5(7), 7-16.

Bear, D., Templeton, S., Invernizzi, M. and Johnston, F. (2009). Vocabulary Their Way: Word Study with Middle and Secondary Students.

Research for Math: including math workshop, direct instruction, My Math, math fact fluency, small flexible grouping, inquiry math.   These research-based practices tie in with our goal of increasing overall math achievement and the strategies in our school improvement plan.

o Karp, K. S., & Voltz, D. L. (2000). Weaving mathematical instructional strategies into inclusive settings. Intervention in School and Clinic, 35, 206-215.

o Kroesbergen, E. H., & Van Luit, J. E. H. (2003). Mathematical interventions for children with special educational needs. Remedial and Special Education, 24, 97-114.

o Marzano, R., Pickering, D., and Polack, J. (2001). Classroom Instruction That Works.

* Ritchhart, R., Church, M., and Morrison, K. (2011) Making Thinking Visible

o Heuser, D. (2000). Mathematics Workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

o Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

o Marzano, R. (2001). Classroom Instruction that Works

o Dufour, R. Dufour, R. Eaker, R, Many, T. (2006). Learning by Doing: Professional Learning Communities at Work Everyday Mathematics Program by University of Chicago Math Project 2001

o Buffum, A, Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn.

o 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. National Center for Education Evaluation and Regional Assistance. 1-91.

o VanDer Heyden, A., (2009). RTI and Math Instruction. Education Research and Consulting, Inc.

o Everyday Mathematics Program by University of Chicago Math Project 2001

o Renaissance Learning (2015). The Research Foundation for Accelerated Math Fluency (formerly known as math facts in a flash)The critical role of automaticity in accelerating math achievement.

o Common Core State Standards Initiative. (2012). Mathematics: Standards for Mathematical Practice. Accessed at

http://www.corestandards.org/Math on Nov. 25, 2012. Conley, D.T. (2008). Rethinking College Readiness. New Directions for Higher Education, 144, 3-13.

o English Language Development (ELD) Standards (2012). World-Class Instructional Design and Assessments Consortium (WIDA). Retrieved on May 31, 2013, from http://www.wida.us/standards/eld.aspx

o Herrell, A. & Jordan, M.L. (2008). Fifty Strategies for Teaching English Language Learners (3rd ed.). NJ: Merrill/Prentice Hall. 10

o Kelly, Catherine A. (2012). Using Manipulatives in Mathematical Problem Solving: A Performance- Based Analysis. University of Colorado at Colorado Springs. Retrieved June 5, 2012 from http://www.math.umt.edu/tmme/vol3no2/tmmevol3no2_colorado_pp184_193.pdf

o Lemke, Cheryl, Ed Coughlin, Vandana Thadani, and Crystal Martin. (2001). EnGauge 21st Century Skills: Literacy in the Digital Age. Rep. Los Angeles, CA: Metri Group. Print.

o Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, Virginia: ASCD.

o Monroe, E.E., & Orme, M.P. (2002). Developing mathematical vocabulary. Preventing School Failure, 46(3), 139-142.

o National Council of Teachers of Mathematics. (2000). Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics. National Governors Association. (2007). Innovation America: Building a Science, Technology, Engineering and Math Agenda. Washington, D.C.: National Governors Association Center for Best Practices. Retrieved February 4, 2011, from http://www.nga.org/files/live/sites/NGA/files/pdf/0702INNOVATIONSTEM.PDF

o Shelly, G. B., Gunter, G. A., & Gunter, R. E. (2010). Integrating Technology and Digital Media in the Classroom (6th Ed.). Boston, MA: Course Technology.

o Shostak, J. (2002). The Value of Direct and Systematic Vocabulary Instruction. SadlierOxford: Professional Development Series #9147-9.

o Taylor-Cox, J. (2009) Math Intervention: Building Number Power with Formative Assessments, Differentiation, and Games. Larchmont, NY: Eye on Education.

o Webb, N. (1999). Research monograph No. 18: Alignment of science and mathematics 11 standards and assessments in four states. National Institute for Science Education University of Wisconsin-Madison. Washington, DC: Council of Chief State School Officers.

o Wiggins, G. & McTighe, J. (1998, 2005). Understanding by Design. Alexandria, VA: The Association for Supervision and Curriculum Development.

o Herman, R. & Stringfield,S. (1997). Ten Promising Programs for Educating All Children: Evidence of Impact. Ten promising programs for educating all children: Evidence of impact. Arlington, VA: Educational Research Service.

Research for Science and Social Studies Goals including best practice, direct instruction, comprehension, academic vocabulary instruction, critical literacy, small flexible grouping, and STEM. This research ties to our goals of increasing overall science and social studies achievement.

o National Research Council. National Academy of Sciences (2011). Successful K-12 STEM Education. Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics.

o Ellis, E. S. (1993). Integrative strategy instruction: A potential model for teaching content area subjects to adolescents with learning disabilities. Journal of Learning Disabilities, 26, 358-383.

o Herman, R. & Stringfield,S. (1997). Ten Promising Programs for Educating All Children: Evidence of Impact. Ten promising programs for educating all children: Evidence of impact. Arlington, VA: Educational Research Service.

o Hattie, J. (2011). Visible Learning for Teachers

o Marzano, R., Pickering, D., and Polack, J. (2001). Classroom Instruction That Works.

o Swanson, H. L. (2001). Searching for the best model for instructing students with learning disabilities. Focus on Exceptional Children, 34,1-15.

o Ritchhart, R., Church, M., and Morrison, K. (2011) Making Thinking Visible

o Hutchins, C. and Zimmerman, S. (2003). 7 Keys to Comprehension

o Hasbrouck, J., Ihnot, C. and Rogers, G. (1999). Read Naturally: A strategy to increase oral reading fluency. Reading Research and

Instruction, 39 (1), 27-37

o Muspratt, S. Luke, A., and Freebody, P. (1997). Constructing Critical Literacies.

o Russell (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase Literacy Growth of Adolescent Struggling Readers. University of Maryland.

Sydney:Allen & Unwin; and Cresskills, NJ: Hampton Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. Jounral of Adolescent & Adult Literacy, 43 (5), 448-461 o Freebody, P., and Luke, A. (1990). Literacies programs: Debates and demands in cultural context. Prospect: Australian Journal of TESOL, 5(7), 7-16.

o Bear, D., Templeton, S., Invernizzi, M. and Johnston, F. (2009). Vocabulary Their Way: Word Study with Middle and Secondary Students.

o Raphael, T. (1986). Teaching question-answer relationships, revisited. The Reading Teacher, 39, 516-522.

Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading

Research for Visible Thinking and Sustainability initiative strategies

o Gaylaird, C. (Pennsylvania Association of School Business Officials, Harrisburg , May 2009) The Impact of 'Green' Initiatives on Student Learning: Non-Financial Reasons for Going 'Green.'

o Greening Our Schools: A State Legislator's Guide to Best Policy Practices.

(United States Green Building Council, Washington, DC , 2010)

o Hattie, J. (2011). Visible Learning for Teachers

o Marzano, R., Pickering, D., and Polack, J. (2001). Classroom Instruction That Works.

o Fullan, M. & Rolheiser, C. (2002). Breaking through Change Barriers ASCD: Alexandria, VA.

o Ritchhart, R. (2002). Intellectual character: What it is, why it matters, how to get it. San Francisco: Jossey-Bass.

o Ritchhart, R., Church, M., and Morrison, K. (2011) Making Thinking Visible

Warburton, Kevin. "Deep learning and education for sustainability." International Journal of Sustainability in Higher Education 4.1 (2003): 44-56.

Farmer, James, Doug Knapp, and Gregory M. Benton. "An elementary school environmental education field trip: Long-term effects on ecological and environmental knowledge and attitude development." The journal of environmental education 38.3 (2007): 33-42.

Pedretti, Erminia. "Septic tank crisis: A case study of science, technology and society education in an elementary school." International Journal of Science Education 19.10 (1997): 1211-1230. Klemmer, C. D., T. M. Waliczek, and J. M. Zajicek. 2005. Growing minds: The effect of a school gardening program on the science achievement of elementary students. HortTechnology15(3):448-452.

Lieberman, G.A. and L. Hoody. Closing the achievement gap: using the environment as an integrating context for learning. Sacramento, CA: CA State Education and Environment Roundtable, 1998.

Skelly, Sonja M. & Jennifer C. Bradley 2000 The important of school gardens as perceived by Florida elementary school teachers HortTechnology 10(1) 229231, Jan-March 2000.

Smith, L. L., and C. E. Motsenbocker. 2005. Impact of hands-on science through school gardening in Louisiana public elementary schools.HortTechnology 15(3):439-443.

Blair, D. (2009). The child in the garden: an evaluative review of the benefits of school gardening. Journal of Environmental Education 40(2), 15-38.

DeMarco, L., P. D. Relf, and A. McDaniel. 1999. Integrating gardening into the elementary school curriculum. HortTechnology 9(2):276-281.

Miller, D. L. The Seeds of Learning: Young Children Develop Important Skills Through Their Gardening Activities at a Midwestern Early Education Program.Applied Environmental Education & Communication 6(1):49-66.

Robinson, C.W., and J. M. Zajicek. 2005. Growing minds: the effects of a one-year school garden program on six constructs of life skills of elementary school children. HortTechnology 15(3):453-457.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Eastover Elementary offers many supplemental programs to help students maintain skills gained throughout the school year and during the summer months. Each of these programs is used to provide an accelerated and quality curriculum.

Participation in Literacy Groups - Description of the interventions:

What: The Fountas and Pinnell Leveled Literacy Intervention System (LLI) is a small group supplementary intervention program designed to help teachers provide powerful, daily, small group instruction for the lowest achieving children in the early grades. Lessons across three systems progress from beginning reading in Kindergarten or Grade 1 (level A) to beginning reading for Grade 3 (leve N).
- LLI is designed to be used with small groups of young children who need intensive support to achieve grade level competency.
- Participants include low achieving children who are not receving another supplementary intervention.
- English language learners can also benefit from LLI. Each LLI lesson provides specific suggestions for ELL learners.
- There are about 10 lessons per reading level to get students caught up to grade level as quickly as possible.

o Writing instruction is offered in all of the literacy groups. Teachers use student work samples and rubrics to identify areas of focus based on what the students' needs are in the areas of content and ideas, sentence fluency, organization, word choice, spelling and conventions. The rubrics also help guide instruction so that the teachers can get kids caught up to grade level as quickly as possible.

o Word study instruction is offered in all literacy groups. The way students work to master words is delivered differently at all grade levels. Work in literacy groups may be delivered through magnetic letters, learning to recognize familiar chunks within words, learning to spell multi-syllabic words, hearing and recording sounds, working on syllables and affixes. Phonics and phonemic awareness is emphasized at all grade levels. Teachers use best practice strategies to guide their instructional approach.

Assessments: LLI running records, DRA, NWEA, MLPP, and teacher documentation
Progress monitored: Weekly and during data dig meetings
With who: Title I staff, building principal, BIT and the classroom teacher

What: Reading Recovery - students receive supplemental pull-out support for 30 minutes daily for 18-20 weeks. Students are given instruction on reading fluency and comprehension strategies. the goal of Reading Recovery is to dramatically reduce the number of first grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners in the educational system. Reading Recovery is a higly effective short-term intervention of one-to-one tutoring by a highly trained professional for the lowest achieving first graders. The intervention is most effective when it is available to all students who need it in addtion to good classroom teaching. In a typical Reading Recovery lesson, the following scientifically research-based instructional strategies are implemented:
-rereading for fluency and meaning
-word work
-phonemic awareness
-self-monitoring
-writing process and mechanics
-orchestrating meaning, syntax, and visual cues

Assessments: Daily running records, NWEA, DRA, Marie Clay Observation Survey and teacher documentation

Progress monitored and with who: daily by Reading Recovery teacher, weekly by the classroom teacher, and at data dig meetings during the year with the principal

What: Language! - students in grades 3 and 4 receive differentiated targeted reading instruction at their identified reading level during the grade level language arts period. This program is funded through th Bloomfield Hills Schools general fund. This program has assessments and detailed differentiation guides to gauge mastery, allow timely adjustments in instruction, and promote student achievement. In a typical Language! lesson, the following scientifcally research-based instructional strategies are implemented:

Direct instruction in 6 important areas of language arts -

-phonemic awareness and phonics

-word recognition and spelling

-vocabulary and morphology

-grammar and usage

- listening and reading comprehension

- and speaking and writing

Assessments: Language! diagnostic assessments, DRA. BHRI, NWEA, teacher documentation

Progress monitored and with who: GERT, classroom teacher every 4-6 weeks

What: RAZ kids is an online, leveled reading program with comprehension questions for students in grades K-4. RAZ kids provides children with online o Teachers also use RAZ-kids in grades K-2 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Students have 12-16 books to read per reading level. The more that kids read, the quicker they catch up to peers in reading achievement.

Assessments: Every leveled book has an online quiz and running record for teachers to check progress of students.

Progress monitored and when: classroom teachers, weekly

What: Our school library offers a summer reading program each summer and we have an extensive online e-library for students to access throughout the summer months. We participate in a contest through Scholastic each year to read the most minutes. Our school has won 1st place and 2nd place in the last two years. Our students have read over 200,000 minutes over the summer months. This provides students addtional minutes of reading.

Assessments: Students can log their reading online

Progress monitored: School librarian throughout the summer months (monthly)

What: Accelerated Reader initiative throughout the school year. Accelerated Reader for children in grades 1-4 provides extended reading practice. These can either be books or online books.

Assessments: Each book has a quiz to complete

Progress monitored: Classroom teacher and GERT support staff weekly

What: Tutoring program after school is run by a retired Montessori teacher and is coordinated with our PTO. Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in class in reading and mathematics every Tuesday and Thursday after school.

What: Adolescent Accelerated Reading Initiative (AARI) - students in grades 3 and 4 receive differentiated targeted instruction at their

identified reading level. This program is funded through the Bloomfield Hills Schools general education fund. This instruction is provided 4 days per week in 40-60 minute sessions.

Assessments: The program has assessments and detailed differentiation guides to gauge mastery, allowing for timely adjustements in instruction and promoting achievement.

Progress monitored: Through the DRA and BHRI by the GERT teacher and classroom teacher every 4-6 weeks

What: Read Naturally - students in grades 3-4 receive instruction in Read Naturally, which is a research-based program that focus on timed repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

Assessments: Read Naturally timed passages

Progress monitored: GERT teacher and support staff weekly

Participation in Math groups - Description of the interventions:

What: Xtramath.org is a website where students can practice math fact fluency. Our school website also offers many other learning opportunities for our students and families. This program can be used throughout the entire school year and as a part of home learning.

Assessmentss: online fact tests

Progress monitored: by teachers and families online through graphs that show student progress bi-weekly

What: Math Facts in a Flash program throughout the school year through Renaissance Learning. Kids earn their math fact licenses once they know their math facts for each operation.

Assessments: Students take timed tests that measure fluency within 62 levels of addition, subtraction, multiplication, and division, squares, and conversions between fractions, decimals, and percentages. At risk students are given the opportunity to use this software during the day.

Progress monitored: GERT support staff and classroom teacher bi-weekly

Our PTO runs a math pentathlon club after school once a week for students in all grades. There is no cost for this program. The school and the PTO sponsor kids who need snacks at the program.

What: Math Pentathlon - The Mathematics Pentathlon ® is a program of interactive problem-solving games, supportive curricular and instructional activities, and assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with STEM and National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills.

When: Once a week for students in grades K-4 throughout the school year. Students can even get involved in competitions around the state.

Assessments: Math unit assessments and NWEA three times per year

Progress monitored: by classroom teachers monthly

Participation in Science Groups -

Students who receive GERT/Support staff services for science can receive the following types of support:

- introduction and reinforcement of core content vocabulary

- guidance through classroom assignments

- leveled reading materials to differentiate for students needs and abilities

- instruction in nonfiction text structure and features

- direct comprehension instruction of nonfiction text tied to science units

- administration of assessments

Assessments: Science unit assessments/teacher documentation/student work samples

Progress monitored by: GERT/Title I staff/classroom teacher monthly

Participation in Social Studies Groups -

Students who receive GERT/Support staff services for social studies can receive the following types of support:

- introduction and reinforcement of core content vocabulary

- guidance through classroom assignments

- leveled reading materials to differentiate for students needs and abilities

- instruction in nonfiction text structure and features

- direct comprehension instruction of nonfiction text tied to social studies units

- administration of assessments

Assessments: Social studies unit assessments/teacher documentation/student work samples

Progress monitored by: GERT/Title I staff/classroom teacher monthly

Science, ELA and Math additional intervention:

What: Summer School program that includes reading, writing, math and science over the summer months for students meeting the criteria for support. This summer program will be based on the research-based STEM programming and ties in with the new NGSS and the CCSS. Students will experience hands-on learning or project-based learning opportunities. They will have opportunities to read and learn about nonfiction text features and structures. They will have opportunities to write in response to reading and write during STEM projects about their experience while creating designs. Students will be given pre and post assessments in reading, math, writing, and science to check their progress through this program. Progress will be monitored by the summer school staff and the building prinipal. Results will be shared with next years teacher.

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

Title I staff and the GERT teacher collaborate with classroom teachers and support staff to ensure optimal release time for students. The staff makes collaborative decisions to schedule and maximize student progress throughout the intervention program based on students' needs.

Eastover Elementary does not pull students for additional support during core academic instruction in the classroom. The Title I schedules, GERT schedules and classroom schedules verify compliance of this.

At Tier I, core instruction, all students receive their primary instruction in the classroom. At Tier II, the classroom teacher is the first level of support and provides support in the classroom. The GERT teacher may push in or pull out depending on the child's needs. Students are in their classrooms for their primary instruction in all core areas. At Tier III, students are pulled out for flexible small group support for intensive intervention programs that we offer like: Reading Recovery, Leveled Literacy Intervention and My Math. This happens during small chunks of time ranging from 15-40 minutes, 2-5 times per week, depending upon the program requirements and the grade. Reading Recovery

requires 30 minutes 5 times per week.

Eastover extends learning beyond the classroom to home learning time. We offer Accelerated Reader, RAZ kids, Xtramath.org, Math facts in a Flash happen during the day in the classroom, but outside of core instruction like during DEAR, transition time, centers, or the beginning of the day. They may also take place outside of school during home learning time. Summer school takes place during the summer months and outside of the normal school calendar. The Scholastic summer reading program happens during the summer months. The PTO helps coordinate our after school tutoring program on Tuesdays and Thursdays. The PTO and staff also coordinate Math Pentathlon after school for kids. Our school also has 6 Lego Robotics teams.

High quality and accelerated grade level curriculum drives classroom instruction that targets and differentiates to address the academic needs of students. To maximize student growth through this high quality instruction, supplemental programs minimize the use of pull-out support programs.

The pull out programs include:

Reading Recovery for students identified in grade 1

Leveled Literacy Intervention for students in grades 1 & 2 both semesters and grade K for second semester

The combination push-in/pull-out support program:

GERT in the four core academic areas grades K-4

Extended learning programs:

Summer school

Scholastic reading program

RAZ kids

Xtramath.org

Accelerated reader

Math Facts in a Flash

Tutoring enrichment through the PTO

Math Pentathlon

Component 5: Title I and Regular Education Coordination

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

Building Instructional Team (BIT) Referral Form -
o Classroom teachers and members of the Building Instructional Team (principal, special education teachers, ELL teachers, GERT staff, Title I Teachers, etc.) are available for consultation and program implementation. These are structured weekly meetings that focus on meeting the needs of specific students.
o The master schedule was designed carefully to provide teachers with common planning time with their grade level peers. This provides all staff members with time to reflect on professional development, instructional practices, differentiated instruction, and student progress.
o BIT minutes are shared with the general education teachers involved, special education staff, Title I teachers, GERT, creative arts teachers,and other support staff to ensure that everyone who work with identified students is kept updated on their status, progress, and plan.

Building Initiative Coordination
o Grade level teams and support staff meet with the Building Initiative Coordinator on a monthly basis to discuss instructional issues. This is an opportunity for them to update each other on student progress and instructional choices. This is also an opportunity for teachers to share resources and strategies to improve student performance in all of the four content areas. The Building Initiative Coordinator also meets with the Creative Arts teachers, Title I staff, GERT, Special Education teachers, and other support staff on a monthly basis. When appropriate, the Building Initiative Coordinator shares the minutes from the general ed. team planning meetings with the Creative Arts teachers, Title I staff, GERT, Special Education teachers, and other support staff to keep them updated on what is happening in the general education classrooms and provides suggestions on how they can supplement general education.
o Title I teachers, Special Education teachers, GERT, and other support staff use the Visible Thinking initiative vocabulary to ensure consistency and continuity between their programs and the general education classroom. Title I Literacy Teachers, Writing Support Teacher, and Math Support Teacher Meetings
o The Title I teachers work closely with classroom teachers to carefully develop a schedule that minimizes general education classroom interruption and maximizes intensive instructional support for at-risk students. Title I teachers also work closely with classroom teachers to provide additional support across the curriculum and provide as much alignment as possible. When possible, texts are selected that align with classroom units of study and Common Core standards in the four core content areas.
English Language Learner Program
o For eligible students who are also in the ELL program, the ELL and Title I teachers meet regularly to coordinate their efforts. The ELL teacher supports the instructional strategies that are being used in Title I sessions and in the general education classroom.
o When possible, the ELL teacher also tries to use the Visible Thinking initiative and integrates content in the four core academic areas.
Feeder School Coordination
o Pre-school students from Fox Hills, Eastover's feeder school, visit Eastover in the spring during Kindergarten Round-Up. At Round-Up, preschoolers ride the bus, meet teachers, tour the building, play on the playground, create a craft, and participate in other activities that help to ease their upcoming transition to Kindergarten. Parents are also invited to attend Preview Tours, which gives them a chance to visit the school during school hours and learn more about Eastover and what their preschooler can expect when they begin kindergarten in the fall.
o Pre-school students and parents are invited to attend Kindergarten Preview Night in the fall to learn about Eastover's curriculum and school environment.
o Many parents often choose to have their preschooler spend a day with a kindergarten class. At the end of the summer, preschoolers and

their families are given another opportunity to participate in transition activities at a welcome picnic

o In late August, students and parents are invited to a Meet & Greet to view their classrooms and meet their kindergarten teacher.

o For students who will attend our district preschools, the Building Instructional Team works with the preschool staff to identify students who might have instructional needs using a preschool assessment of basic skills.

   (Please see preschool to kindergarten transition plan in the attachment section.)

o Fourth Graders preview the Fifth Grade experience at EHMS by attending "Move Up Day," which gives them the opportunity to tour and learn about their future school. Fourth Graders are encouraged to come again to EHMS with their parents for Preview Night. They also visit EHMS to watch the 5th grade drama program.

o MAP Forms are passed on to East Hills Middle School when our 4th graders are promoted to the 5th grade and move on to middle school. This ensures that the new school is given background information on differentiated instructional strategies that work, assessments, behavior issues, and services provided for each student.

Shared Strategies

o Title I teachers share some of the strategies that are used in the general education classroom. Math facts, manipulatives, Accelerated Reader, DRA, Readers/Writers Workshop strategies, and the Visible Thinking Initiative are used both in Title I programs and in general education classrooms. When necessary, Title I teachers update general education teachers on student progress in these areas.

Parent/Teacher Conference Attendance

o When appropriate, Title I, GERT, Special Ed., and other support staff sit in on general education Parent/Teacher Conferences to provide additional information on student performance. Rather than meet with only the general education teacher, parents are able to meet with the entire instructional team to hear about their child's progress.

Report Card Inserts

o Title I, GERT, Special Ed., and other support staff provide their own report cards to supplement the report cards from the general education teacher. This ensures that parents get focused updates on their child's response to intervention.

Title I and Regular Education Coordination - Funding Sources

Reading Recovery

District general fund

Eligible first grade students

Leveled Literacy Intervention

Title I fund

Eligible at risk first and second grade students

Language!

District general fund

Eligible students at risk in third and fourth grade

Science and Social studies live event learning

District general fund

All students K-4

Sustainability initiative

District general fund

All students K-4

Visible Thinking initiative

District general fund

All students K-4

General Education Resource Teacher

District general fund

All students in K-4

Resource room

Special Education funds

Students with IEP's

ARP (Academic Resource Program)

Special Education funds

Students with IEP's

DHH (Deaf and Hard of Hearing)

Special Education

Students with IEP's

ELL (English Language Learners)

Title III

District general fund

All ELL targeted/identified students

Speech and Language Services

Special Education funds

Students with IEP's

Positive Behavior Intervention support

Building general funds

All students K-4

After school tutoring

Community Partnership/PTO

All students in K-4

Birmingham Bloomfield in Action (BBFA)

Community Partnership/PTO

All students and families in K-4

Scholastic Summer Reading program

Building general funds

All students K-4

Math Facts in a Flash

Accelerated Reader

Building general funds

All students in K-4

Math Pentathlon

Community partnership/PTO

All students in K-4

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

o Pre-school students from Fox Hills, Eastover's feeder school, visit Eastover in the spring during Kindergarten Round-Up. At Round-Up, preschoolers ride the bus, meet teachers, tour the building, play on the playground, create a craft, and participate in other activities that help to ease their upcoming transition to Kindergarten. Parents are also invited to attend Preview Tours, which gives them a chance to visit the school during school hours and learn more about Eastover and what their preschooler can expect when they begin kindergarten in the fall.
o Pre-school children visit Eastover on another day to tour the school, meet staff and complete an activity.
o Pre-school teachers and Kindergarten teachers meet to coordinate Kindergarten Orientation and prepare toolkits or backpacks for families to utilize over the summer months. The bag includes activities and tools to prepare children for Kindergarten and offers families ways that they can help at home.
o Preschool teachers and Kindergarten teachers meet for a 1/2 day vertical articulation and transition team meeting in the Spring.
o Kindergarten teachers create a book with pictures of Eastover or a video to share with the preschool children.
o Many parents often choose to have their preschooler spend a day with a kindergarten class. At the end of the summer, preschoolers and their families are given another opportunity to participate in transition activities at a welcome picnic.
o In late August, students and parents are invited to a Meet & Greet to view their classrooms and meet their kindergarten teacher.
o For students who will attend our district preschools, the Building Instructional Team works with the preschool staff to identify students who might have instructional needs.

2016 Eastover Kindergarten Transition Schedule of Events

Event   Date/Time   Action Items & Persons Responsible
Elementary Photo or Video Books February through End of May 2016
Preschool teachers requesting updated photo books from each Elementary School with photos of important people/places: Kindergarten staff, office staff, principal, gym, lunch, library, where to line up, custodian, etc (Kindergarten Teachers)

Preschool and Kindergarten teacher meeting at Eastover February 24th, 2016 (Reschedule to March 15th due to severe weather conditions on Feb. 24th)
4-5 p.m. A one hour meeting after school to determine what items or tips could go into a backpack or folder to help kids get ready for Kindergarten and whether or not there should be a separate training for families on these items or handed out at roundup.(Principals and teachers)

Read Aloud Visit or Video   March 2016
Kindergarten teachers and Principal of Eastover will either visit Fox Hills Preschool to read aloud to the children or send a video clip of a read aloud to share with the children. (Kindergarten Teachers/ Principal)

Kindergarten Orientation/Round up   April 29th, 2016
Eastover Elementary
1. Advertise (Elementary & Early Childhood Center)
2. Create backpacks or folders for families of things to do to get ready for KDG. (Teachers/Principals)
3. Tours, Classroom Q&A & Explain folders/backpacks (Kindergarten Teachers/Principal)
4. Introduction & Parent Questions (Principal)
5. Incoming KDG students visit the classroom, listen to a story complete and activity and ride the bus.

6. Latchkey Info (_____)

Preschool Bus Tours   May 25th, 2016

Fox Hills Preschoolers will visit their home campus for kindergarten

1. Gather count of preschool students & teachers visiting Eastover for the day (_____)

2. Permission Slips (Preschool Teachers)

3. Schedule Buses (Crocker/Gryglak)

4. Kindergarten Teachers blend classes during visit to give tour/ read a story/ have materials out (Kindergarten Teachers)

Kindergarten/ Preschool PLC transition meeting   June 1st, 2016

½ day meeting

12:45-3:45 p.m. Kindergarten and Preschool teachers to share PLC time, preschool teachers share student data, essentials, MLPP, and behavior info

Kindergarten teachers to review preschool essentials for kindergarten expectations (Preschool and Kindergarten teachers/Administrators)

Preschool Teacher/ Kindergarten Teacher Visits   Ongoing through end of the school year

Preschool and kindergarten teachers have expressed interest in visiting one another's' programs. Most preschool teachers will be able to visit on Fridays during planning not requiring a sub, kindergarten teachers should coordinate visit times/subs with building principals. If you are interested in visiting please contact your administrator.

Welcome back picnics sponsored by the PTO   August 2016

PTO sponsors families to come to the playground the week before school starts and join other families to meet each other. This way kids and families know each other a little bit before school starts. (PTO)

Meet and greet on the playground/Student Ambassador Tours August 2016

Student ambassadors and their families walk around and tour the building before the meet and greet. New families will know where their child's classroom is and know the building before school starts. Invite incoming kindergarten students and their families for play, and getting to know their teachers and classmates. (Principal, Kindergarten Teachers, Ambassadors)

Our school also has a Fourth Grade to Middle School transition plan.

2016 Eastover Elementary to Middle School Transition Plan

Event	Date/Time	Action Items & Persons Responsible

Family Informational Night @ EHMS March 22nd, 2016

Families visit East Hills Middle School for an orientation night.

Eastover and East Hills Play Day April 20th, 2016

Eastover Fourth Grade students visit East Hills Middle School to see the Fifth Grade Play

Ice Cream Social   May 20th, 2016

Fourth Grade families and students are invited to East Hills Middle School for an evening ice cream social event.

Move Up Day   May 27th, 2016

½ day of school Fourth Grade students and teachers visit EHMS to tour the school and see what Fifth Grade would be like.

EHMS Administrators and Counselor Visit May 2016

½ day EHMS Principals and counselors visit Eastover Elementary. They attend each classroom and share about the middle school and let the kids ask questions.

Fourth and Fifth Grade placement meeting June 2016

½ day meeting EHMS administrators and counselor work with Fourth Grade teachers to place students into Fifth Grade classes.

Fourth Grade and Fifth Grade PLC transition meeting June 3rd, 2016

½ day meeting

Fourth and Fifth grade teachers, Principal, and/or support staff to share PLC time, teachers share student data, essentials, and behavior info as students transition up.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	It is assured that Eastover follows the state and national guidelines with regard to the selection of all staff members. All teachers are highly qualified and all paraprofessionals meet NCLB requirements for "highly qualified" status.	Highly Quailfied Teacher Letter

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	It is assured that Eastover follows the state and national guidelines with regard to the selection of all staff members. All teachers are highly qualified and all paraprofessionals meet NCLB requirements. The Literacy Group teachers are also certified Reading Recovery teachers. To maintain the level of high quality staff, they are immersed in opportunities for ongoing and sustained professional development. Our Math Title I math teacher and our GERT teacher have doctoral degrees.	Teacher Highly Qualified Letter

Component 7: High Quality and Ongoing Professional Development/Learning

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

Each year professional development is organized through our district-wide calendar and in accordance with our school improvement plan. Teachers are surveyed each year to give input on professional development needs, initiative needs, and technology needs. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students and close achievement gaps.

Title I, GERT, Reading Recovery teachers, ELL teachers and supplemental support staff attend professional development that specifically addresses the needs of the students they service. Some of these professional development sessions include monthly Oakland County Title I meetings and work sessions, school Title I meetings, Reading Recovery continuing contact meetings, district wide meetings for GERT, ELL teachers and Special Education teachers.

Each year professional development for all staff is organized through our district-wide calendar and in accordance with our school improvement plan. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students.

At a building level, all staff members are trained in our two building initiatives, Visible Thinking and Sustainability. Professional development for the entire staff ensures continuity and consistency between all classrooms. These professional development opportunities also focus on connecting all of the four core content areas with Visible Thinking routines and Sustainability concepts.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles. Teachers are provided with a survey, asking them to describe what type of Professional Development would benefit them in the classroom and what topics would help them to meet the needs of identified and at-risk students. General education teachers, Title I, GERT, Special Education, and other support staff have participated in the following professional development opportunities to be compliant with the school improvement plan.

Here you will find the professional development opportunities embedded in our SIP and a description of each for this year and the next few years (2015-2019):

School initiatives professional development (this also fits under cross curricular professional development as it affects all four core academic areas):
o Visible Thinking training is offered to staff, paraprofessionals, and support staff. This is one of our building initiatives and is founded on Project Zero work out of Harvard University. This training started several years ago, but as we have new staff and families, they continue to need training. This training happens 2-3 times per year either during the day or after school. This work will continue over the next couple of years.
o Sustainability training is offered to staff, paraprofessionals, and support staff. Parents are also involved in this training through our school

garden program and our CHEW (Cook, Harvest, Eat, Well) program, which includes our mobile kitchen. This training started several years ago, but as we have new staff and families, they continue to need training. This training happens 2-3 times per year either during the day or after school. This work will continue over the next couple of years.

o Eastover/Way collaborative inquiry partnership began in 2015 and will continue through 2017. This group is investigating student engagement. This is for administrators, initiative coordinators and staff members.   An invitation was sent to staff members interested in beginning to investigate collaborative inquiry. This group will continue to meet over the next two years.

o School visitations or tours at other elementary schools (Way Elementary, Elementaries in Troy, Clarkston, and Rochester) who have similar programs, strategies or initiatives.This work started in 2015 and will continue for two more years. As we continue to grow our practice with Visible Thinking we are pulling ideas from other schools. This is for staff, support staff and administrators. (2015-2018)

o Book Club on the "8 Cultural Forces We Must Master to Transform Schools" by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement across all subject areas and promotes deeper levels of thinking for our students on Webb's Depth of Knowledge. This training began in 2015 and will continue through 2018. This was for staff interested in learning more based on Ron Ritchhart's new book on Visible Thinking. Each school year a new cohort will read the book and apply the concepts to practice in all content areas.

o A New Teacher Cohort PD series is provided for newer staff members, to help them to implement Visible Thinking and Sustainability into their classrooms more effectively. This training began in 2015 and will continue through 2018 for new staff members.

Cross-Curricular professional Development:

o District Science, Social Studies, ELA or Math committee meetings - Each grade level staff member is assigned to a curriculum area. They attend district meetings or professional development opportunities in that curriculum area. The staff members then bring back the professional learning to their grade level colleagues. This PD is started last year and is ongoing for the next four years. Staff are pulled for these professional development meetings 2-5 times per year during the school day. This started in 2014 and will continue through 2019.

o Oakland Schools Effective Practices Conference - Where teachers and administrators can attend various sessions and learn about best practices happening around the county. This training started in 2015 and will continue through 2018. This training happens every June over the course of 2-3 days.

Closing the subgroup gap professional development:

o DAERR - Diversity, Academic Equity and Race Relations professional development is offered monthly to staff, administrators, families, support staff and community members. The purpose of this group is to meet monthly, set goals and objectives, to close achievement gaps. DAERR started in 2014 and will continue through 2018.

o Institute for Healing Racism - (by invitation)Professional development for staff, support staff, office staff, Title I staff, families and community members. This presentation is offered two times per year. It is two full days of training. The first training was offered in 2015. The last of the training will take place in 2016-17.

o Global Champions - (by invitation) Professional development is for staff, support staff, students, office staff, Title I staff, families and community members. The training takes place over 6 full days. The first training was during the 2014-15 school year, the second training was during the 2015-16 school year, and the last training will be during the 2016-17 school year. The training includes about 60 participants at a time. Participants learn about diversity, cultural competence, and global mindedness. During the Global Champions training, participants will learn to:

Examine the dynamics and impact of individual and institutional "first culture" lens

Understand characteristics and impact of varied socio-economic realities on learning environments

Assess skills required to navigate culture shock/ increase global capacity, inclusion and equity with the "culture of the school district"

Define strategies for building educational global communities

Recognize impact of cultural characteristics of learners, families, schools on student achievement

Analyze cultural responses to assistance, intervention, authority, guidance in a global community

Explore dominant culture and cross cultural communication skills/strategies in global communities

Understand development and impact of globally relevant curriculum, instruction and school events

o Poverty conference at Wayne State will start in 2017. This is for families, community members, staff, administrators, teaching staff and support staff. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will continue through 2019.

o Ruby Payne training at Oakland Schools. This is for administrators, teaching staff and support staff. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two days per year at Oakland Schools. Staff members went in August of 2015. Other staff members will attend in 2016 and in 2017.

o Diversity professional development at the building for all staff members and support staff. This started in 2015-16 and will continue through 2018.

o English Language Learner training 2015 with our ESL teacher and classroom teachers. This will continue through 2018.

o Restorative Practice Training with 20 teachers and administrators. Training offered during sessions in August and September of 2016 and Spring of 2017. Two-day workshop.

Title I, Part A and support staff professional development:

o District wide Support staff meetings (monthly) 2015-2018

o District wide GERT and ELL meetings (bi-monthly) 2015-2018

o Title I boot camp is for administrators and Title I staff. This training provides information on the newest laws with regard to Title I. This training is once per year for administrators, Title I staff, and support staff. This will start in 2016 and go to 2019.

o Title I meetings at Oakland Schools to get the latest updates and information about Title I. This is for administrators,Title I staff, and support staff. This started in 2015 and will continue through 2018. These meetings happen four to five times per year at Oakland Schools.

Technology training and Data analysis professional development:

o Atlas training - Our curriculum warehouse system. Training includes how to navigate and utilize this program. This is for teachers, administrators, Title I staff, support staff, creative arts teachers, and special education staff. This ensures curriculum alignment and resources between teaching teams. This is ongoing and based on the needs of the staff. Our first training was in 2014. We did a ½ day review training in the fall of 2015. We will continue to do training for new staff and review training for veteran staff with regard to updates in Atlas. This will continue through 2018.

o Ipad applications, website tools, applications, and data tools to improve instruction. This is for teaching staff and support staff. This training started in 2015 as building professional development. Staff has asked for continued training on technology tools. They will be integrated throughout the year and at staff meetings. This will continue through 2018.

o Coding training - our school participates in a week of coding each year. Staff want to become familiar with tools and apps to help kids learn coding. Each year our school participates in "Hour of Code." Our staff continues to need training on coding tools and new staff needs training in preparation for hour of code. We will offer training a couple of times a year to keep up to date with this technology tool. This started in 2015 and will continue through 2019.

o MaCul - technology conference where teachers can learn best practices in technology integration to share back with staff. This opportunity is available yearly. This is a two-day conference that takes place one time per year in either Detroit or Grand Rapids. We will send two teachers per year to attend this training and then share the resources back with staff. 2016-2019

o Teachers are provided with PD on the use of Shutterfly Share Sites, which is an online communication tool that teachers can use to communicate more effectively with parents and document classroom events via photos and video. This started in 2015 and will continue through 2018.

Leadership professional development:

o Instructional rounds training will happen over the next few years with principals, teachers, and support staff. Instructional Rounds brings teachers together in a collaborative environment. Teachers are able to observe other teachers and students in action. Transformative learning takes place. This training started in 2015 and will continue through 2018. It started with administrators and will now filter out to staff to improve teaching and learning.

o Facilitators of school improvement is for administrators and teacher leaders. This training provides participants information on the school improvement process. This is also an opportunity to learn more about how to engage students and families in the school improvement process. This started in 2015 and will continue through 2018. This work aids in the development of our school improvement plan.

o Critical friends training for 14 teachers and 10 administrators during August and September of 2016.

o Equitable and Inclusive leadership training. 25 administrators at monthly meetings throughout the 2016-2019 school years.

Parent/Family/Community professional development:

o Coffee talks for staff, support staff, specials teachers, families and community members to learn about our school, the Common Core, how to help at home, and give input on what happens in our school. This is a learning community. This began in 2015 and will continue through 2019.

o A New Teacher Cohort PD series is provided for newer staff members, to help them to implement Visible Thinking and Sustainability into their classrooms more effectively. This began in 2015 and will continue through 2018.

o Title I Literacy workshop for families where they can learn about our programming and receive tips and information of how to help at home. This event will take place each year. It began in 2015 and will continue through 2019.

o Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families and the community to learn more about our school culture and learn sign language. This began in 2015 and will continue through 2018.

o Title I math workshop for families where they can learn about our programming and receive tips and strategies of how to help at home.This event will take place each year. It began in 2015 and will continue through 2019.

o BBFA (Birmingham Bloomfield Families in Action) All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by the BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. This began in 2015 and will continue through 2018.

ELA PD:

o Reading Workshop and Writing Workshop training at Oakland Schools. Over the course of the next three years we want to make sure all new teachers have had the initial year 1 training and veteran staff have had year 2 training, which extends their learning and classroom practice with the workshop model. (2015-2018)

o Reading Recovery monthly continuing contact - Reading Recovery teachers have opportunities to go behind the glass and conduct a lesson or observe a lesson. Feedback is given to teachers conducting the lesson behind the glass. General education teachers, parents, and administrators are welcome to attend these sessions to learn more about the Reading Recovery program and how it works. This professional development ensures that our Reading Recovery teachers are highly training with ongoing practice with other literacy professionals in the state. (2015-2019)

o Close and Critical reading training will take place over the next three years as we work on increasing achievement through nonfiction text. This will begin in 2016 and continue through 2019.

o Collaborative writing work - Teachers will work together with district and grade level literacy representatives to utilize "Writing Pathways" assessment rubrics for writing. As we work on these common rubrics, teachers will have opportunities to analyze writing and have time for collaborative scoring in order to increase writing achievement. This will begin in 2016 and continue through 2019.

o Words Their Way - Our staff will take time over the next few years to investigate best practice in phonics and spelling instruction to aid our students in reading and writing. This will begin in 2016 and continue through 2019.

Math PD:

o Math workshop professional development at Oakland Schools. We want to make sure all staff have had the training for high quality implementation. Some staff were trained in 2013-14. We want to ensure there is continued training for new staff. This will begin again in 2016 and continue through 2019.

o Math inquiry professional development to enhance learning in mathematics for staff and support staff. This began in 2015 and will continue through 2018.

o Staff will work with district math coordinator and grade level reps to redesign and our create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration. This work began in 2015 and will continue through 2018.

Behavior professional development:

o PBIS/CHAMPS training. This supports a positive climate and culture in the building and in the classroom. This is for administrators and staff. PBIS is a positive approach and framework for putting in a school-wide system of support for kids.

o Restorative Justice training will start in 2016-17. This practice helps adults work with children struggling with behavior issues and how to help them work through tough situations in a positive and restorative way. This is for administrators, staff, support staff, and families.

o Non-violent crisis intervention for administrator and support staff. This takes place yearly. Each staff member who works with kids that have behavioral needs will continue to need the refresher training in order to keep their certification. This began in 2014-15 and will continue through 2019.

Science PD:

o Science notebooks - inquiry notebooks and how to use them in the classroom to increase engagement and learning in science. This is for the administrator, teachers, and support staff. This will begin in 2016 and continue through 2019.

o NGSS training - this is a partnership with a consultant from Oakland Schools and Oakland University. Staff will collaborate with other teachers across the district and receive training in the new science standards as we transition our curriculum from GLCE's to NGSS. This began in the spring of 2016 and will continue through 2019 as we shift our standards.

o Stem and Sustainability training over the next few years to help increase science achievement. This will begin in 2016 and continue through 2019 for staff members.

o Teachers are given PD opportunities to learn about aligning science curriculum to activities in the Eastover Outdoor Classroom and the Eastover Student Garden. This began in 2015 and will continue through 2018.

o Master Composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting, conservation, and recycling topics. This began in 2015 and will continue through 2018.

o Master Gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them to align science curriculum to our Eastover Student Garden.

o Professional Development was provided for teachers who wanted to use the Eastover Hydroponics Program in their classrooms. This will begin in 2016 and continue through 2019.

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

Parent Information Meetings

o Parents of eligible students are invited to attend the annual Fall Kick-Off meeting to explain Title I programs offered at Eastover, selection processes, assessment schedules, and how support can be enhanced at home. This happens once a year with flexible meeting times. It began in 2014 and will continue through 2019.

o Teachers from across the district, representing all four core academic areas, provide parents with a series of evening training sessions on how best to support their child's learning at home. Teachers focus on best practices, researched-based strategies, and how to reinforce classroom curriculum at home. This will begin in 2016 and continue through 2019.

o Coffee talks with the principal were offered throughout the year with staff and families and provided Professional Development around Common Core Standards, PBIS, Title I, Budgeting, and others. This began in 2014 and will continue through 2018.

o Title I boot camp is for administrators and Title I staff. This training provides information on the newest laws with regard to Title I. This training is once per year for administrators, Title I staff, and support staff. This will start in 2016 and go to 2019.

o Title I meetings at Oakland Schools to get the latest updates and information about Title I. This is for administrators and Title I staff.This started in 2015 and will continue through 2018. These meetings happen four to five times per year at Oakland Schools.

o Title I math workshop for families where they can learn about our programming and receive tips and strategies of how to help at home. This event will take place each year. It began in 2015 and will continue through 2019.

o Title I Literacy workshop for families where they can learn about our programming and receive tips and information of how to help at home. This event will take place each year. It began in 2015 and will continue through 2019.

Additional Outreach to families and community:

o All students have the opportunity to participate in tutorial programs offered at the building level, sponsored by the PTO.

o BBFA (Birmingham Bloomfield Families in Action) All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by the BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. This began in 2015 and will continue through 2018.

o We provide other reasonable support for parent involvement as parents may request.

o Parents have multiple opportunities to request support from the school on how they can work with their child to increase academic progress. Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history and identify student learning goals for the coming school year and ways the student can be supported by parents. The Parent-School Compact is used at this meeting to identify agreed upon responsibilities for school, parents, and students

o At parent/teacher conferences in November and April, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made. Also, parents have the opportunity to identify their needs in assisting the academic growth of their child.Teachers are available to meet with parents throughout the school year to address additional concerns as they arise.

o Parents, periodically have the opportunity to complete surveys to identify their needs as parents to support the academic progress of their child(ren) at home.

o Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Title I Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Title I teacher or program facilitator. Each report card envelope contains a large section for parent comments, questions, and recommendations.

o All parental information/requests are reviewed on a regular basis by Title I staff, classroom teachers, the Building instructional team, and the School Improvement Team.

This data is used to develop intervention and support tools for use by parents in their work to support their child's learning such as monitoring attendance, homework completion, television watching, volunteering in the child's classroom, and participating in decisions related to the

education of their child(ren).

Accessibility Accommodations

o When necessary, materials are translated to parents' native language to ensure clear communication between the home and school. Interpreters attend parent/teacher conferences when needed to translate in order to ensure clear communication between home and school. This is provided as part of the ELL program and the DHH program. For our DHH (Deaf and Hard of Hearing) community, interpreters are provided to ensure clear communication between home and school. Interpreters are sometimes asked to attend parent/teacher conferences, IEP meetings, curriculum night, and as needed.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	It is ensured that staff members participate in the required number of Professional Development hours throughout the school year. Staff professional development meetings will be held in August, October, November, February, March, and May.	Eastover PD Calendar 16-17

Component 8: Strategies to Increase Parental Involvement

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

Parents are initially informed of the Title I supplemental programs Literacy Group, and Math Support) through:
- phone calls or emails from the classroom teacher
- phone calls, email, and letters from the Title I program teachers

These communications focus on the objectives of the supplemental programs, the length of service (number of weeks and number of days per week) and instructional period (number of minutes per session). Parents are informed of their child's eligibility for the service and their rights as parents. The home-school connection is also outlined with opportunities for regular parent input. Parents indicate acknowledgement and support of their child's participation through their signature on the "Supplementary Program Eligibility Letters." Informal written communications include emails, phone calls, and surveys to parents that provide for frequent two-way communication.

Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program, identify and provide assistance to parents working with their child in the home, and guide future program design, implementation, and evaluation by parents. Parents are also involved through the design process by giving feedback through surveys, including a Title I survey, PTO meetings, school improvement meetings, Eastover Parent Advisory meetings, and Principal Coffee talks.

Title I Parent Involvement Policy:
During the fall of each school year the Title I Parent Involvement Policies are reviewed by the staff, the principal, and the PTO presidents. The statements are tweaked and then shared at an PTO meeting for further input and feedback. Once approved by the staff and families, these policies are in place for the school year. This parent involvement policy is then placed on the school website along with the Annual Education Report. It is assured the the involvement policies are reviewed at least annually and revised as needed to reflect parent input.

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

Informal written communication includes email, phone calls, and surveys to parents that provide for frequent two-way communication. Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program, identify and provide assistance to parents working with their child in the home, and guide future program design, implementation, and evaluation by parents.

At the end of the year and when students exit services, a Title I feedback form is given to parents to complete. This information is used by Title I teachers, staff, and administrator in reflection/evaluation of programming and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan. There is also an online survey for staff and families to complete at the end of the year.

Parents of eligible students are invited to a Title I Kick-Off event, where they have an opportunity to meet Title I staff, learn about our Title I program, ask questions, and provide input.

Parents have multiple opportunities to request support from the school on how they can work with their child to increase academic progress.

Parent Input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history and identify student learning goals for the coming school year and ways the student can be supported by parents.

At parent/teacher conferences in November and April, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made. Also, parents have the opportunity to identify their needs in assisting the academic growth of their child.The Parent-School Compact is used at this meeting to identify agreed upon responsibilities for school, parents, and students.

Parents periodically have the opportunity to complete surveys to identify their needs as parents to support the academic progress of their child(ren) at home. Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Title I Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Title I teacher or program facilitator. Each report card envelope contains a large section for parent comments, questions, and recommendations.

At the end of the year or as a child exits a program, a feedback form is given to parents to complete. The Title I staff uses these reflections to assist in planning for the following year. This provides parents the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan.

All parental information/requests are reviewed on a regular basis by Title I staff, classroom teachers, the building instructional team and the School Improvement Team. In addition to the scheduled conferences and report cards, teachers often communicate with parents through individualized reports, written notes, planners, phone conversations, email, and newsletters. This data is used to develop intervention and support tools for use by parents in their work to support their child's learning such as monitoring attendance, home learning completion, television watching, volunteering in the child's classroom, and participating in decisions related to the education of their child(ren).

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	At the beginning of the year, parents are given an opportunity to provide feedback at the Title I Kick-Off Event. At the end of the year, a Title I feedback form is given to parents to complete, to aid the Title I teachers in reflection/evaluation and to assist in planning for the following year. There is also an online survey completed by staff and families. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan	Title I Spring Survey results

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

Eastover Elementary

Title I Parent Involvement Policy

2015-16

Our purpose statement is to educate and inspire the whole child academically, socially, and emotionally through a safe, nurturing environment that embraces curiosity, problem-solving, deep thinking, creativity, and questioning to prepare students to be life-long learners and positive contributors in a global world.

Policy Involvement:

Eastover Elementary will:

Convene an annual meeting each fall to which all parents of students shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, and to explain the requirement of Title I and the right of parents to be involved. 1118 (c) (1)

Website

Individual flyer

Phone call

Dinner and childcare provided

Offer a flexible number of meetings and activities to encourage and support parental involvement: 1118 (c) (2)

Parent Teacher Organization (PTO) monthly meetings

Curriculum night

Parent workshops - PBIS, anti-bullying, BBFA, digital footprint, Title I, day and evening meetings with childcare

Global Education team meetings

Parent conferences

Superintendent Dialogues

Parent input conferences (September)

School Improvement committee

Flexible Individualized Education Program (IEP) times

Contact with Social Workers

Partnerships with PTO and staff to coordinate various activities throughout the year (Ambassador program, anti-bullying initiatives, Green School, Healthy Eating, Disability Awareness Day)

Support for clubs (Cooking Club, Math Pentathlon)

Community Service Projects (Make A Difference Day)

Family movie nights

Volunteering

PTOC meetings monthly

Eastover Parent Advisory Committee

Parent Coffee Talks and Guest speakers

Field Day

Field Trips

PBIS Eagle cart

Room parents

Book fair

School-wide events (Fun Run, Dances)

Serving on various committees

PTO sponsored activities

STEM assembly

Music assemblies

Math pentathlon

Family nights

Fundraising

Welcome back picnics on the playground

Spring for Troops

Make a Difference Day

Involve parents in an organized, ongoing, and timely way in the planning, review, and revising of the schools Title I Program. 1118 (c) (3)

Reviewing and distributing the Parent Compact during November and April Parent/Teacher conferences

Conducting a Parent Survey during the April Parent/Teacher Conference

Annual review and/or revision of the Parent Involvement Policy during the monthly PTO meetings based on feedback provided by staff parents/guardians

Post the Parent Involvement Policy on the School website

Communication with parents (school newsletter and District newsletter through website and e-blast) weekly

Surveys to parents during the year

Provide parents timely information regarding the Title I Program, academic curriculum, the assessments used to measure student growth, and the Common Core State Standards: 1118 (c) (4) (A) (B)

Annual Title I meeting (October) morning and evening (flexible times)

Fall Curriculum Night (September)

Parent Teacher Conferences (November and April)

Classroom/School newsletter and District Board Report

Report Cards (January and June)

Student Growth Reports (Northwest Evaluation Assessment NWEA provided in November and June)

Kindergarten Tours (throughout the year)

District/School website (Parent involvement policy and Compact)

Transition to Kindergarten Program (Kindergarten Orientation, Kindergarten tours, welcome back picnics, Kindergarten meet and greet) with the purpose to increase parent awareness of Kindergarten expectations. Coordinate with preschool and daycare programs to educate all regarding Kindergarten expectations.

Family nights

Preschool visits

Parent-Student Handbook

Provide parents opportunities for regular meetings to formulate suggestions and respond to any such suggestions: 1118 (c) (4) (c)

Fall and Spring Conferences

PTO meetings

School Improvement meetings

Parent Input conferences (September)

Informal conferences when requested

Family nights (with feedback forms)

Grade level exhibitions

Coffee talks morning and evening

Eastover will ensure that if the Targeted Assistance Plan is not satisfactory to the parents of participating children, parent comments on the plan will be accepted and made available to the local educational agency. 1118 (c) (5)

Share Responsibilities for High Academic Achievement

Parents and teachers will work together to develop a School/Parent/Student Compact, which will continue to outline how each member will work together to ensure high student academic achievement. 1118 (d) (1) & 1118 (d) (2) (A)

The School/Parent/Student Compact is developed by the PTO members during the September or October PTO meeting and reviewed

annually. Revisions will be based on the Spring Parent Survey and written/verbal feedback provided.

Teachers will review the Compact with each parent during the November and April Conferences and with students during class time prior to the conference. This discussion will reinforce these documents.

Provide frequent reports to parents on their child's progress. 1118 (d) (2) (B)

Parent Reports from the Northwest Evaluation Assessment (November and June)

Report Cards (January and June)

State and Local Assessments

Parent Teacher Conferences (November and April)

Progress reports

Grant parents reasonable access to staff. Provide opportunities for parents to volunteer, participate, and/or observe in their child's classroom. 1118 (d) (2) (c)

Parent Teacher Committee (PTO)

Classroom volunteers

Chaperones for field trips

Email/Phone calls

Lunch Helpers

Classroom observations per parent request

Shutterfly

Weekly newsletters

PBIS Eagle Cart

Building Capacity for Involvement

Eastover Elementary will provide the following to ensure that parents understand the academic standards and assessments: 1118 (e (1)

Parent Teacher Conferences (November, April, Parent or teacher request)

A copy of the Common Core Standards provided during Curriculum night and available on the website

English Language Proficiency Assessment (ELPA/WIDA-WAPT) results for English Language Learners (ELL) sent home

Local Assessment results (NWEA, grade level common assessments, State Assessment) shared during the November and April conferences

Title I support staff will be available to clarify information or assist in understanding results

Fall curriculum night: Staff reviews the State expectations and provides examples to assist parents in helping their child reach his or her potential

Standards based report card shared with families

Provide materials and training to parents: 1118 (e) (2)

Fall Curriculum night

Preschool orientation (spring)

Kindergarten orientation (spring)

Kindergarten visitation (through tours scheduled throughout the year)

Parent Workshops

School website and video links

Everyday math home links

Guidance to community resources to individual families as needed

Weekly newsletters (classroom, school, district)

Educate teachers, other staff, and principals as the significance of: parent involvement, equal partnerships, effective communication with parents, and the implementation of parent programs. 1118 (e) (3)

A team from Eastover will attend the school, family, community partnerships (Epstein Model) in March at the ISD.

The team will present the strategies that can be implemented at staff meetings.

Partnerships for school events, committees, clubs, and initiatives

Eastover shall integrate and coordinate parental involvement programs and activities with other programs. 1118 (e) (4)

GSRP

Preschool

Reading Recovery

ELL - Bilingual Services

Eastover shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format or language that parents can understand. The information shall be translated and explained so that it is user friendly. 1118 (e) (5)

Eastover will provide other reasonable support for parental involvement activities under this section as parents may request. 1118 (e) (14)

Childcare

Transportation or gas card

Financial support to attend activities (waiver) including chaperones for field trips

Accessibility and Policy

Eastover Elementary will make parent involvement accessible to all parents including: English Language Learners (ELL), parents with disabilities, and migratory 1118 (f)

Offer flexible meeting times

Handicapped accessible facilities

Provide bilingual interpreter for phone or parent conference as needed

Collaborate with community agencies; i.e., Community Mental Health

The school parent compact is in effect during the 2015-16 school year and will be presented and adopted at the fall PTO meeting.

Members of the Eastover Parent Teacher Organization and the Global Education Team

Carey Crocker, Principal

Revised on Oct. 6th, 2015

Additional revisions on Feb. 9th, 2016

5. Describe how the parent involvement activities are evaluated.

The process for evaluating the parent involvement activitities involves several steps and occurs on an annual basis. At the end of the year and as students exit, a Title I feedback form is given to parents to complete, to aid the Title I teachers in reflection/evaluation and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan. Parent input is collected throughout the year from report cards, events, workshops, conferences, and other school activities. There is also a Title I online survey completed by staff and families. Information collected throughout the year from events, conferences, and meetings is also used. The results will be used to adjust program goals, objectives, and implementation as needed by principal, Title I staff, and Building Instructional Team.

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

The school/parent/teacher compact is developed by the PTO members, staff and families during the September or October PTO meeting and reviewed annually. Revisions will be based on the Spring Parent Survey and any other surveys conducted during the year, written/verbal feedback provided throughout the year. The current plan was reviewed at the Fall 2015 PTO meeting and staff meeting and it is reviewed annually each year in the Fall. It was also reviewed again at the February Global Education Team meeting in 2016. Revisions to this compact are based on the Spring parent survey and/or written/verbal feedback. In addition, the compact is reviewed with parents and students during Fall & Spring Parent/Teacher Conferences and reviewed with each of the students prior to Fall Parent/Teacher Conferences. Our school-parent compact is an agreement by parents/guardians, school, staff, and students to reinforce the beliefs that: all students can learn; students learn best in a safe and orderly environment; student achievement is a shared responsibility of the members of the learning community.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Parent Compact is discussed at the fall and spring Parent/Teacher Conference in each classroom. Parents and teachers are asked to sign the Compact at that time. It is also reviewed with students.	EO Title I Parent Compact 15.16

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

Individual student academic assessment results are shared with parents. Results from Michigan Educational Assessment Program (MEAP), MStep, Northwest Evaluation Association (NWEA), as well as other student achievement data, is shared with parents during parent/teacher conferences by teachers in student and parent friendly terms. Bilingual services are provided to our ESL students. In addition, online translation services are used to convert parent letters in English to other languages. We also provided interpreters as needed for our Deaf and Hard of Hearing Impaired families. Interpreters are sometimes asked to attend parent/teacher conferences, IEP meetings, curriculum night, and as needed. Bilingual services are available to parents if needed during conferences and/or parent teacher meetings.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Please see the attached policy.	EO Parent Involvement Policies 15.16

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

It is discussed at fall and spring conferences. Parents and teachers are asked at that point to sign the compact. It is also reviewed with our students.

Component 9: Coordination of Title I and Other Resources

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

Federal, state, and local programs and resources are coordinated to support the targeted Title I program to ensure student success within a learning community. The funding supports the pyramid of interventions beginning with the local funds that service all students through the support of all material adoptions and professional learning opportunities for staff. Specifically, the building is working on the curriculum and providing specific evidence based interventions that target specific skills for at-risk students. The building is committed to seeking out resources for our families in need and the use of local agencies to provide support.

At the district level, early childhood programs are being supported through GSRP, Head Start, Title I, and locally supported pay preschools. As the first level of intervention, students are supported in a rigorous curriculum that includes a major focus on transition to kindergarten for success.

Intervention teams are established and contain Literacy Specialists, Math Specialist, General Education Resource Room Teacher, Social Worker, Administrators, and Teacher consultants (BIT). The team works together to monitor the progress of student success in both behavior and academics. The district also supports the extended day opportunities for students in need through summer learning.

Description of Coordinated Programs
Science and Social Studies Live Event Learning - Bloomfield Hills Schools provides students with unique live-event learning opportunities at the Bloomfield Hills Schools EL Johnson Nature Center and Bowers School Farm. Every year, elementary science and social studies objectives are supported by educational field trips to the Nature Center and Farm. These opportunities are supported by research that show these live event activities enhance student understanding and application of concepts taught in the classroom. There is a small program and bus fee for each field trip, but the school covers the fees for the socioeconomically disadvantaged students to ensure that they are given the opportunity to participate in educationally rich social studies and science field trips.

Sustainability Initiative - Our building has selected sustainability as a school-wide initiative. All classrooms participate in various "green themed" activities. While this theme is carried across all academic areas, there is a focus on science and social studies concepts. Students are encouraged to be proactive citizens and leaders in the global community. Students participate in a variety of activities that help them think about how humans impact our environment, preserving and protecting our natural resources, ensuring adequate resources for a clean and healthy environment for all, and reducing waste and increasing efficiency.

Visible Thinking Initiative -   Our building has selected Visible Thinking as a schoolwide initiative. Visible Thinking is a research based framework/philosophy that the staff uses to create inquiry-based learning opportunities that engage students in higher-level thinking skills. All classrooms participate in various Visible Thinking routines, which foster curiosity, creativity, collaboration, differentiation, problem-solving, and deep understanding. These thinking routines are used to enhance and supplement instruction in all academic areas.

Resource Room - Students who qualify for Special Education and an Individualized Education Plan (IEP) receive weekly support in the Resource Room in the core academic areas. Depending upon student needs/abilities, students can go to the resource room daily or as needed determined by the IEP.

ARP (Academic Resource Program) - Students who qualify for Special Education and a more intensive Individualized Education Plan (IEP)

are given support in the ARP room and are mainstreamed as needed in general education classrooms. Depending upon student needs/abilities, students are in the ARP daily for as many hours as needed.

DHH (Deaf and Hard of Hearing) - Students who qualify for Special Education due to a hearing disability are given support through the DHH program. Students are mainstreamed with interpreters depending upon their individual needs and abilities.

ELL (English Language Learners) - Students with limited English language proficiency, who are non-native English speakers or have limited exposure to English, are given support through the ELL program.

Speech and Language Services - Students who qualify for Special Education due to speech and language disabilities are given support through the Speech and Language program.

Positive Behavior Intervention Support (PBIS) - The targeted assistance program coordinates with programs supported under the former NCLB and now the ESSA such as violence prevention, nutrition prevention, and adult education programs. The instructional staff is responsible for teaching health education. These programs are instituted with the help of our Social Worker. Currently, we have instituted PBIS, which meets the requirements for behavior interventions.

Birmingham Bloomfield Families in Action (BBFA) - All families have the opportunity to participate in the weekend/evening workshops/lectures sponsored by the BBFA. These sessions cover various topics that focus on the wellness of families.

Bloomfield Youth Guidance (BYG) - Our school social worker and support staff works with BYG to assist students and families needing additional support for social and emotional issues. BYG like its counterparts across Oakland County offer counseling/casework services and local volunteers develop and provide prevention based programs that promote positive growth experiences and enhance home and community relationships.

Title I Literacy and Math Support - Title I Intervention staff provide additional time and support to students in need of not meeting the Common Core Standards expectations in grades kindergarten through grade two in all core areas. A detailed explanation of this programming can be found in previous sections.

General Education Resource Room Support - A general education resource room teacher and support staff provide additional time and support to students in need of not meeting the Common Core Standards expectations in grades kindergarten through grade four in all core areas. These are students who do not qualify for Title I services and may not have an IEP for individualized support services.

Building Instructional Team - A support team consisting of Title I staff, social worker, principal, GERT teacher, psychologist, special education staff, and the speech pathologist meet weekly to review achievement data of students and design appropriate interventions for students. This team also reconvenes to progress monitor students.

GSRP/Headstart - The principal, BIT team members, staff, the early childhood supervisor, and early childhood teachers meet to coordinate and transition services as students begin their Kindergarten year.

Social Work Support - Our school has a social worker who provides time and support to students with IEP's and students in general education who need time and support to work through social, emotional and behavioral issues. This work is coordinated with families.

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

Title I and other resources will be used to purchase materials, and fund services that are necessary to implement the ten Targeted Assistance Plan components. Decisions to fund projects and to allocate resources will be made by the District Team, the Building School Improvement Team and with the input from all stakeholders.

Component 1: Comprehensive Needs Assessment (CNA)- General funds provide programs and services to the school.

Component 2: Schoolwide reform strategies- General funds provide programs and services to school wide plan including differentiated instruction, PBIS, Reading workshop, writing workshop, Math workshop, and data review meetings.

Component 3: Instruction by HQ staff- General funds provide programs and services to all staff that is highly qualified.

Component 4: Strategies to attract highly qualified teachers- General funds provide programs and services to New Teacher Orientation program, Mentoring and Training, and district professional development.

Component 5: HQ and ongoing professional development for teachers, principal, and paraprofessionals- General funds, Title IIA, grant funds provide programs and services to Reading Recovery, Reading and writing workshop, conferences, and workshops.

Component 6: Strategies to Increase Parent Involvement - General Funds, Title I and the Parent-Teacher Organization provide funds for programs and services including Curriculum Night, family nights, Parent-Teacher Conferences, and Parent-Teacher Club Activities.

Component 7: Preschool Transition Strategies: General Funds, Title I, Part A, PTO funds, Great Start School Readiness, and Head Start coordinate to provide services to Kindergarten Parent Nights, Kindergarten observations and visitations, and the meet and greet.

Component 8: Teacher Participation in Making Assessment Decisions-General fund provide programs and services to Data analysis, developing curriculum essentials, Common Assessments, Professional Planning Meetings, Instructional Dialogues, weekly planning meetings, School Improvement Team meetings and School Improvement Plan.

Component 9: Timely and additional assistance to students having difficulty-General funds and Title I funds provide programs and services to extend learning opportunities, Reading Recovery, Leveled Literacy Intervention, Positive Behavior Intervention Support, and support staff.

Component 10: Coordination of Resources- General funds, Title I, Title II, Title III, Bloomfield Foundation, PTO, Bloomfield Library, Police and Fire provide programs and services to Health, Mental Health, English Language Learning, Community Liaisons, professional development and experiences at our school.

Component 10: Ongoing Review of Student Progress

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

All students participate in foramtive and summative assessments that are used to guide instruction and identify students who need additional support. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions. Once students are identified as at-risk, assessments are used to continue to inform staff of instructional choices and determine eligibility.

Student progress is reviewed through assessments, observations, and teacher input. Students in literacy groups are assessed using DRA (at least 3 times a year), writing samples, NWEA (3 times a year) and on-going teacher observations with documentation. Students in math support groups are assessed at the end of each unit and through NWEA. Students in Writing Support groups are assessed at the beginning and end of each writing unit. Classroom teachers and Title I support teachers collaborate frequently to discuss student progress. District Common Math, Science and Social Studies assessments are reviewed at the end of each unit. The MStep is reviewed annually. The Building Instructional Team meets once a week to discuss students' progress including students that are in Title I programs.

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

Eastover Elementary will annually evaluate the implementation and results achieved by using data from the MStep, NWEA, and local common assessments. Parents, staff, and all stakeholders will analyze the data. The review will focus on areas of concern that were identified in the School Improvement Plan (Reading, Math, Science, Social Studies, and Writing). Once the data has been reviewed, the school improvement plan will be revised to meet the needs of students. At that time, goals, objectives, strategies, and activities will be modified, adjusted, or developed for the next academic year

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

Title I, GERT, Reading Recovery teachers, ELL teachers and supplemental support staff attend professional development that specifically addresses the needs of the students they service. Some of these professional development sessions include monthly Oakland County Title I meetings and work sessions, school Title I meetings, Reading Recovery continuing contact meetings, district wide meetings for GERT, ELL teachers and Special Education teachers.
Each year professional development for all staff is organized through our district-wide calendar and in accordance with our school improvement plan. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students. This year, the district has focused on improving student engagement and student achievement; along with learning about the new National Science Standards.
At a building level, all staff members are trained in our two building initiatives, Visible Thinking and Sustainability. Professional development for the entire staff ensures continuity and consistency between all classrooms. These professional development opportunities also focus on connecting all of the four core content areas with Visible Thinking routines and Sustainability concepts.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles. Teachers are provided with a survey, asking them to describe what type of Professional Development would benefit them in the classroom and what topics would help them to meet the needs of identified and at-risk students. General education teachers, Title I, GERT, Special Education, and other support staff have participated in the following professional development opportunities to be compliant with the school improvement plan.

Evaluation

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

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

Through parent, teacher and student surveys, the targeted assistance program is annually evaluated. We also use formal and summative assessments to document students' progress and make changes to the program as needed.

The school improvement team compares data from MStep, NWEA, and local common assessments over a period of three to five years. This data is gathered from the implementation of the Targeted Assistance Plan Program and will include students that have not been proficient on the MEAP and MStep, students who have not met their NWEA target growth rate, and students who are not performing at grade level on local common assessments. At the culmination of the school year, the data from the beginning of the year to the end of the year will be analyzed. Through this analysis, we will know the effectiveness of the program based on whether or not the objectives (MStep, NWEA, and common assessments) were met.

The school improvement team meets on a monthly basis. The focus of these meetings is to make sure strategies are implemented with fidelity. In the spring of 2016, the school improvement team meets to revise the plan after analyzing the results of assessments that were administered during the course of the 2015-16 school year. All stakeholders will develop strategies and activities to ensure continued academic growth is taking place for all students

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

After the data is collected perception data, student data, feedback forms, and surveys the School Improvement Team along with the Title I staff, and the Building Instructional Team, review the data and look for trends that indicate a need for re-evaluation of the TAP and supplemental services.
Graphs and charts are created to present student data to staff and parents. Staff members are given time to analyze data and discuss whether or not existing programs have been effective.
Based upon student scores, classroom achievement, teacher observations, and trends in data, goals are reaffirmed or reevaluated. When needed, goals are modified to ensure that the data drives instruction and that best practices are chosen to meet the specific needs of our student population.
Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning.

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

The school improvement team compares data from MStep, NWEA, and local common assessments over a period of three to five years. This data is gathered from the implementation of the Targeted Assistance Plan Programming and will include students that have not been proficient on the MStep, students who have not met their NWEA target growth rate, and students who are not performing at grade level on

local common assessments. At the culmination of the school year, the data from the beginning of the year to the end of the year will be analyzed. Through this analysis, we will know the effectiveness of the program based on whether or not the objectives (MStep, NWEA, and common assessments) were met.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent and staff survey for feedback.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent survey feedback. Our school improvement team reviews all of the data and revises the program, as needed.

The school improvement team meets on a monthly basis. The focus of these meetings will be to make sure strategies are implemented with fidelity. In the spring of 2016, the school improvement team met to revise the plan after analyzing the results of assessments that were administered during the course of the 2015-16 school year. All stakeholders developed strategies and activities to ensure continued academic growth is taking place for all students

EO 16-17 School Improvement Plan

Overview

Plan Name

EO 16-17 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 students will improve their mathematics skills across the curriculum	Objectives: 2 Strategies: 4 Activities: 26	Academic	$167900
2	All students will increase overall proficiency in English Language Arts	Objectives: 2 Strategies: 3 Activities: 44	Academic	$364500
3	All students will improve their social studies skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 13	Academic	$40000
4	All students will improve their science skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 17	Academic	$28500
5	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 2 Activities: 25	Organizational	$14000

Goal 1: All students will improve their mathematics skills across the curriculum

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Mathematics in Mathematics by 08/02/2019 as measured by data collected from NWEA and the State Assessment.

(shared) Strategy 1:

Tier I - Core Instruction - Staff will implement a math workshop approach using the Common Core Standards to differentiate instruction for all students.

Category:

Research Cited: Heuser, D. (2000). Mathmatics workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

Schmoker, M. (2011). Focus:Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction that Works

Dufour, R. Dufour, R., Eaker, R, Many,T. (2006). Learning by Doing:Professional Learning Communities at Work

Everyday Mathematics Program by University of Chicago Math Project 2001

Ritchhart, R. Church, M., Morrison, K. (2011). Making Thinking Visible

Perkins, D. (2010). Making Learning Whole: How 7 Principles of Teaching Can Transform Learning

Tier: Tier 1

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	$0	Other	Administrator, classroom teachers, and support staff.

Status	Progress Notes		Created On	Created By
In Progress	Staff worked to begin implementation of the math workshop approach during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Manipulatives/Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/10/2022	$500	General Fund	All classroom teachers and support staff.

Status	Progress Notes		Created On	Created By
In Progress	Staff worked to begin implementation of manipulatives and math games during workshop for the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Data Anaylsis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/01/2015	$5000	General Fund	All instructional staff.

Activity - Inquiry based professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction. | Teacher Collaboration, Implementation, Professional Learning, Academic Support Program | Tier 1 | Implement | 09/08/2015 | 06/10/2022 | $500 | Title II Part A | Administrator and all instructional staff. |

Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title II Part A	All instructional staff

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	09/08/2015	06/10/2022	$0	No Funding Required	All instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Staff began sending home NWEA reports during the 14-15 school year and/or sharing them at parent teacher conferences.		June 28, 2015	Mrs. Carey Crocker

Activity - Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation. | Teacher Collaboration, Evaluation, Monitor, Professional Learning, Parent Involvement, Walkthrough | Tier 1 | Implement | 09/08/2015 | 06/10/2022 | $0 | No Funding Required | Administrator and all instructional staff |

Activity - Feedback form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Monitor, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and all instructional staff

Activity - Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four criticial guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	General Fund	Administrator and all instructional staff

Activity - Learning Targets as Formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Implement	09/08/2015	06/10/2022	$200	General Fund	Administrator and all instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Staff received professional development on learning targets and began implementation during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Project-based learning/STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Technology, Materials, Teacher Collaboration, Supplemental Materials, Professional Learning, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$4000	General Fund	Administrator and all instructional staff.

Activity - Family Math/Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor handson museum).	Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title I Part A	Administrator, Title I staff, and instructional staff

Activity - Technology integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2022	$500	General Fund	All instructional staff and support staff

Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Atlas Rubicon and have training in Atlas. This is our curriculum warehouse system. This ensures curriculum alignment and resources between teaching teams. This is ongoing and based on the needs of staff.	Communication, Technology, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$0	General Fund	Administrator, Learning Services, Staff and support staff

Activity - Creating Quality Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Teacher Collaboration, Supplemental Materials, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$700		General Fund	Learning Services, Administrator, and staff

(shared) Strategy 2:

Tier II - Response to intervention/MTSS - Staff will implement Tier II interventions to support students identified as at risk or students identified as advanced learners.

Category:

Research Cited: Mercer, Cecil D., and Susan P. Miller. "Teaching students with learning problems in math to acquire, understand, and apply basic math facts."
Remedial and Special Education 13.3 (1992): 19-35.

Tournaki, Nelly. "The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities."
Journal of Learning Disabilities 36.5 (2003): 449-458.
Heuser, D. (2000). Mathematics Workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288. Schmoker, M. (2011). Focus:
Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction that Works Dufour, R. Dufour, R. Eaker, R, Many, T. (2006).
Learning by Doing: Professional Learning Communities at Work Everyday Mathematics Program by University of Chicago Math Project 2001 Buffum, A, Mattos, M.,
Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn
Tier: Tier 2

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

Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$1000	General Fund	All instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Staff began using Math Facts in a Flash software to assist students with Math fact fluency during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Building Instructional Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Teacher Collaboration, Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$0	General Fund	Administrator, all instructional staff and support staff.

Status	Progress Notes		Created On	Created By
In Progress	Eastover staff has been using a building instructional team to analyze student progress and decide on the best course of interventions for a student.		June 28, 2015	Mrs. Carey Crocker

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and all instructional staff

School Improvement Plan

Eastover Elementary School

Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2		09/08/2015	06/10/2022	$0	No Funding Required	All instructional staff.

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/01/2019	$15000	Title I Part A	Administrator, Title I staff, teaching staff and support staff

Activity - Math Pentathlon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Academic Support Program, Parent Involvement, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, teachers, support staff, and PTO families and parents

(shared) Strategy 3:

Technology Integration - Staff will incorporate the use of ipads, Tenmarks, Kahn Academy as part of a technolgoy integration to enhance understanding and learning of mathematics concepts.

Category:

Research Cited: Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology. Computers in the Schools, v18 n2 p97-110.

Jacobs, K. L. (2005). Investigation of interactive online visual tools for the learning of mathematics. International Journal of Mathematical Education in Science and Technology, 36: 7, 761-768.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

NACOL Research Committee. (2007). NACOL Effectiveness of K-12 Online Learning, http://www.inacol.org/research/docs/VSresearch-summary.pdf

National Mathematics Advisory Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington, DC.

National Research Council. (2001). Improving Mathematics Education: Resources for Decision Making. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom. New Hope, PA.

Smith, David A. (2002). How People Learn... Mathematics. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.
Tier: Tier 2

Activity - Ten Marks Math/Kahn Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in Tenmarks Math and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2022	$2500	General Fund	Administrator and all instructional staff.

Status	Progress Notes		Created On	Created By
In Progress	Staff began use of Tenmarks in grades 1 through 4 during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	09/08/2015	06/10/2022	$0	General Fund	All instructional staff.

Status	Progress Notes	Created On	Created By
In Progress	Staff received ipads during the fall of 2014 to begin integration into mathematics instruction. All teachers have Promethean boards.	June 28, 2015	Mrs. Carey Crocker

(shared) Strategy 4:

Tier III - At tier 3, specially trained staff will implement research based programming to support students identified as most at risk in mathematics and provide very small group support.

Category:

Research Cited: Tomlinson, C.A. (2000). Differentiation of instruction in the elementary grades. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education

https://www.mheonline.com/mhmymath/

Tier: Tier 3

Activity - Title I Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3		09/08/2015	06/10/2022	$120000	Title I Part A	Administrator, Title I support staff, classroom teachers and the building instructional team.

Status	Progress Notes			Created On	Created By
In Progress	Students identified for Title I support began receiving My Math instruction during the 14-15 school year.			June 28, 2015	Mrs. Carey Crocker

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2022	$15000	Title I Part A	Administrator, Title I staff, instructional staff, and building instructional team.

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teaching staff and support staff

Measurable Objective 2:

A 20% increase of Bottom 30% students will demonstrate a proficiency of mathematics in Mathematics by 06/30/2019 as measured by NWEA, common assessments and the state assessment. .

(shared) Strategy 1:

Tier I - Core Instruction - Staff will implement a math workshop approach using the Common Core Standards to differentiate instruction for all students.

Category:

Research Cited: Heuser, D. (2000). Mathmatics workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

Schmoker, M. (2011). Focus:Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction that Works

Dufour, R. Dufour, R., Eaker, R, Many,T. (2006). Learning by Doing:Professional Learning Communities at Work

Everyday Mathematics Program by University of Chicago Math Project 2001

Ritchhart, R. Church, M., Morrison, K. (2011). Making Thinking Visible

Perkins, D. (2010). Making Learning Whole: How 7 Principles of Teaching Can Transform Learning

Tier: Tier 1

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	$0	Other	Administrator, classroom teachers, and support staff.

Status	Progress Notes	Created On	Created By
In Progress	Staff worked to begin implementation of the math workshop approach during the 14-15 school year.	June 28, 2015	Mrs. Carey Crocker

Activity - Manipulatives/Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/10/2022	$500	General Fund	All classroom teachers and support staff.

Status	Progress Notes	Created On	Created By
In Progress	Staff worked to begin implementation of manipulatives and math games during workshop for the 14-15 school year.	June 28, 2015	Mrs. Carey Crocker

Activity - Data Anaylsis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/01/2015	$5000	General Fund	All instructional staff.

Activity - Inquiry based professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2022	$500	Title II Part A	Administrator and all instructional staff.

Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title II Part A	All instructional staff

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	09/08/2015	06/10/2022	$0	No Funding Required	All instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Staff began sending home NWEA reports during the 14-15 school year and/or sharing them at parent teacher conferences.		June 28, 2015	Mrs. Carey Crocker

Activity - Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation.	Teacher Collaboration, Evaluation, Monitor, Professional Learning, Parent Involvement, Walkthrough	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and all instructional staff

Activity - Feedback form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Monitor, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and all instructional staff

Activity - Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four criticial guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	General Fund	Administrator and all instructional staff

Activity - Learning Targets as Formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Implement	09/08/2015	06/10/2022	$200	General Fund	Administrator and all instructional staff

Status	Progress Notes		Created On	Created By

School Improvement Plan
Eastover Elementary School

In Progress	Staff received professional development on learning targets and began implementation during the 14-15 school year.	June 28, 2015	Mrs. Carey Crocker

Activity - Project-based learning/STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Technology, Materials, Teacher Collaboration, Supplemental Materials, Professional Learning, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$4000	General Fund	Administrator and all instructional staff.

Activity - Family Math/Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor handson museum).	Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title I Part A	Administrator, Title I staff, and instructional staff

Activity - Technology integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/10/2022 | $500 | General Fund | All instructional staff and support staff |

Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Atlas Rubicon and have training in Atlas. This is our curriculum warehouse system. This ensures curriculum alignment and resources between teaching teams. This is ongoing and based on the needs of staff.	Communication, Technology, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$0	General Fund	Administrator, Learning Services, Staff and support staff

Activity - Creating Quality Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Teacher Collaboration, Supplemental Materials, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$700		General Fund	Learning Services, Administrator, and staff

(shared) Strategy 2:

Tier II - Response to intervention/MTSS - Staff will implement Tier II interventions to support students identified as at risk or students identified as advanced learners.

Category:

Research Cited: Mercer, Cecil D., and Susan P. Miller. "Teaching students with learning problems in math to acquire, understand, and apply basic math facts."
Remedial and Special Education 13.3 (1992): 19-35.

Tournaki, Nelly. "The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities."
Journal of Learning Disabilities 36.5 (2003): 449-458.
Heuser, D. (2000). Mathematics Workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288. Schmoker, M. (2011). Focus:
Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction that Works Dufour, R. Dufour, R. Eaker, R, Many, T. (2006).
Learning by Doing: Professional Learning Communities at Work Everyday Mathematics Program by University of Chicago Math Project 2001 Buffum, A, Mattos, M.,
Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn
Tier: Tier 2

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

School Improvement Plan

Eastover Elementary School

Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$1000	General Fund	All instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Staff began using Math Facts in a Flash software to assist students with Math fact fluency during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Building Instructional Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Teacher Collaboration, Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$0	General Fund	Administrator, all instructional staff and support staff.

Status	Progress Notes		Created On	Created By
In Progress	Eastover staff has been using a building instructional team to analyze student progress and decide on the best course of interventions for a student.		June 28, 2015	Mrs. Carey Crocker

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and all instructional staff

School Improvement Plan
Eastover Elementary School

Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2		09/08/2015	06/10/2022	$0	No Funding Required	All instructional staff.

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/01/2019	$15000	Title I Part A	Administrator, Title I staff, teaching staff and support staff

Activity - Math Pentathlon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Academic Support Program, Parent Involvement, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, teachers, support staff, and PTO families and parents

(shared) Strategy 3:

Technology Integration - Staff will incorporate the use of ipads, Tenmarks, Kahn Academy as part of a technolgoy integration to enhance understanding and learning of mathematics concepts.

Category:

Research Cited: Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology. Computers in the Schools, v18 n2 p97-110.

Jacobs, K. L. (2005). Investigation of interactive online visual tools for the learning of mathematics. International Journal of Mathematical Education in Science and Technology, 36: 7, 761-768.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

NACOL Research Committee. (2007). NACOL Effectiveness of K-12 Online Learning, http://www.inacol.org/research/docs/VSresearch-summary.pdf

National Mathematics Advisory Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington, DC.

National Research Council. (2001). Improving Mathematics Education: Resources for Decision Making. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom. New Hope, PA.

Smith, David A. (2002). How People Learn... Mathematics. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.
Tier: Tier 2

Activity - Ten Marks Math/Kahn Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in Tenmarks Math and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2022	$2500	General Fund	Administrator and all instructional staff.

Status	Progress Notes		Created On	Created By
In Progress	Staff began use of Tenmarks in grades 1 through 4 during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	09/08/2015	06/10/2022	$0	General Fund	All instructional staff.

Status	Progress Notes		Created On	Created By
In Progress	Staff received ipads during the fall of 2014 to begin integration into mathematics instruction. All teachers have Promethean boards.		June 28, 2015	Mrs. Carey Crocker

(shared) Strategy 4:

Tier III - At tier 3, specially trained staff will implement research based programming to support students identified as most at risk in mathematics and provide very small group support.

Category:

Research Cited: Tomlinson, C.A. (2000). Differentiation of instruction in the elementary grades. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education

https://www.mheonline.com/mhmymath/

Tier: Tier 3

Activity - Title I Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3		09/08/2015	06/10/2022	$120000	Title I Part A	Administrator, Title I support staff, classroom teachers and the building instructional team.

Status	Progress Notes		Created On	Created By
In Progress	Students identified for Title I support began receiving My Math instruction during the 14-15 school year.		June 28, 2015	Mrs. Carey Crocker

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2022	$15000	Title I Part A	Administrator, Title I staff, instructional staff, and building instructional team.

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teaching staff and support staff

Goal 2: All students will increase overall proficiency in English Language Arts

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2019 as measured by the state assessment, NWEA, and the Developmental Reading Assessment. .

(shared) Strategy 1:

Tier I - Core Instruction - Tier I Core Instruction Reading Workshop - At tier one, staff will implement a reading workshop approach to differentiate core instruction for all students.

Category: English/Language Arts

Research Cited: Reading

Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction That Works

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

http://allthingsplc.info

Calkins, L. (2001). The Art of Teaching Reading

Allington, R. (2011) What Really Matters for Struggling Readers

Allington, R. (2008). What Really Matters in Response to Intervention

Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn

Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5)

Parsons, S. (2010). First Grade Readers

http://ferr.org (Florida Center for Research)

Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading

http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)

Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6

Anderson, C. (2000). How's It Going: A practical guide for conferring

Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition)

Collins, K. (2004). Growing Readers: Units of Study K-2

Writing

Harwayne, Shelley. Writing through Childhood: Rethinking Process and Product. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881, 2001.

Kirby, Dan, and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042, 1981. Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Calkins, L. (2000). The Art of Teaching Writing Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence http://allthingsplc.info Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Parsons, S. (2010). First Grade Readers and Writers Calkins, L. (2003). Units of Study for Writing: A Curriculum for the Writing Workshop (Grades 3-5). Calkins, L. (2003). Primary Units of Study for Writing (Grades K-2) http://ferr.org (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading http://ies.ed.gov/ncee/wwc/(What works Clearinghouse) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Stiggins, R., Arter, J. and Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

Tier: Tier 1

Activity - Reading Workshop PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| New staff will receive training in how to implement a Reading Workshop Approach for all students. | Direct Instruction, Supplemental Materials, Teacher Collaboration, Professional Learning, Recruitment and Retention, Getting Ready | Tier 1 | Getting Ready | 09/08/2015 | 06/09/2017 | $1000 | Title II Part A | Administrator and new instructional staff |

Activity - Feedback Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and instructional staff

Activity - Flexible small grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and instructional staff

Activity - Lab classrooms/Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking
to increase student achievement. | Teacher Collaboration, Walkthrough, Getting Ready | Tier 1 | Getting Ready | 09/08/2015 | 06/10/2022 | $5000 | General Fund | Administrator, initiative coordinator and instructional staff |

Activity - Visible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Teacher Collaboration, Professional Learning, Walkthrough, Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, initiative coordinator, instructional staff and support staff

Status	Progress Notes		Created On	Created By
In Progress	Staff has begun implementation of visible thinking in all classrooms.		June 29, 2015	Mrs. Carey Crocker

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, instructional staff and support staff

Activity - Family Science/Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Communication, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title I Part A	Administrator, title I staff, and instructional staff

Activity - Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communication, Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	General Fund	Administrator, instructional staff and support staff

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families.	Direct Instruction, Teacher Collaboration, Professional Learning, Parent Involvement, Getting Ready, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	General Fund	Administrator, all instructional staff and support staff

Activity - Workshop approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, instructional staff and support staff

Status	Progress Notes	Created On	Created By
In Progress	Staff members began implementation of the Reading Workshop framework during the 14-15 school year.	June 29, 2015	Mrs. Carey Crocker

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, literacy specialists, title I staff, and instructional staff

School Improvement Plan

Eastover Elementary School

Activity - Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2022	$500	General Fund	Administrator, initiative coordinator, instructional staff and support staff

Activity - Collaborative Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	General Fund	Administrator, initiative coordinator and select instructional staff

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$700	General Fund	Administrator and select instructional staff

Status	Progress Notes		Created On	Created By
In Progress	A formative assessment group was started during the 14-15 school year.		June 29, 2015	Mrs. Carey Crocker

Activity - PBIS - SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2022	$1000	Other	Administrator and select instructional and support staff

Status	Progress Notes		Created On	Created By
In Progress	The school implements a Positive Behavior Intervention System called SOAR.		June 29, 2015	Mrs. Carey Crocker

Activity - Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	06/01/2015	12/11/2015	$300	General Fund	Administrator and interested staff

Status	Progress Notes		Created On	Created By
In Progress	Staff members attended this conference and need to share back with staff upon return to school.		June 29, 2015	Mrs. Carey Crocker

Activity - Poverty Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested staff members will attend the Framework for Poverty Conference at Oakland Schools and/or the Wayne State Conference on Poverty and share back new learning with staff members.	Professional Learning	Tier 1	Implement	06/01/2015	09/01/2016	$200	General Fund	Administrator and interested staff

Status	Progress Notes		Created On	Created By
In Progress	Staff members attended the Oakland Schools Conference in June 2015 and will share new information with staff during the 15-16 school year.		June 29, 2015	Mrs. Carey Crocker

Activity - Publishing Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	06/30/2016	06/30/2019	$700	Other	All classroom teachers and parent volunteers

Activity - Polished writing pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	General Fund	All classroom teachers

Activity - Collaborative Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Policy and Process, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$3000	General Fund	Administrator, district personnel, teaching staff

Activity - Writing Pathways (common writing rubrics)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, district personnel, and teaching staff

Activity - Family Library Night/Young Author's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastsover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Parent Involvement, Community Engagement	Tier 1	Monitor	06/30/2016	06/30/2019	$2500	Other	Administrator, PTO, and instructional staff

Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Teacher Collaboration, Supplemental Materials, Professional Learning, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/01/2019	$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Implementation, Walkthrough	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Teacher Collaboration, Getting Ready, Curriculum Development	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	No Funding Required	All instructional staff and support staff

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	No Funding Required	All instructional staff and support staff

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Teacher Collaboration, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator and all staff

Activity - Technology integration for writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	General Fund	Administrator, teaching staff and support staff

(shared) Strategy 2:

Tier II - Response to Intervention/MTSS - Staff will implement Tier II interventions to support students identified as at-risk or advanced.

Category:

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence http://allthingsplc.info Calkins, L. (2001). The Art of Teaching Reading Allington, R. (2011) What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5) Parsons, S. (2010). First Grade Readers http://ferr.org (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading http://ies.ed.gov/ncee/wwc/(What works Clearinghouse) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Collins, K. (2004). Growing Readers: Units of Study K-2 Fountas, I. and Pinnell, G. (2010) Leveled Literacy Intervention Goudvis, A. and Harvey, S. (2000). Strategies that Work Goudvis, A. and Harvey, S. (2007). The Comprehension Toolkit (Grades 3-6) Goudvis, A. and Harvey, S. (2008) The Primary Comprehension Toolkit (Grades K-2)

Tier: Tier 2

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Implementation, Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$1000	General Fund	Instructional staff and support staff

Activity - Title I - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups.	Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$100000	Title I Part A	Title I support staff and instructional staff

Status	Progress Notes		Created On	Created By
In Progress	Literacy Specialists implement leveled literacy intervention for students needing small group additional support.		June 29, 2015	Mrs. Carey Crocker

Activity - Links Peer Pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	$300	General Fund	Director of Special Education, Administrator, and select instructional staff

Activity - RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	General Fund	Administrator, teaching staff and support staff

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	General Fund	Administrator, teaching staff, and support staff

Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teaching staff, GERT team, and support staff

Activity - Scholastic online reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Supplemental Materials, Academic Support Program, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, media specialist and all staff

Activity - Fluency Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas. | Professional Learning, Academic Support Program, Getting Ready | Tier 2 | Getting Ready | 06/30/2016 | 06/30/2019 | $0 | No Funding Required | Administrator and instructional staff |

Activity - Writing in Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina acorss writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	06/30/2016	06/30/2019	$500	General Fund	Administrator, teaching staff and support staff

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional time and support with literacy will be offered summer school or extended day options after school during the school year.	Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/30/2019	$15000	Title I Part A	Administrator, Title I staff, and instructional staff

(shared) Strategy 3:

Tier III - Tier 3 Intensive Interventions - At Tier III, specially trained staff will implement Reading Recovery.

Category: English/Language Arts

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano R. (2001). Classroom Instruction That Works Calkins, L. (2001). The Art of Teaching Reading Founta, I. and Pinnell, G. (2008). When Readers Struggle: Teaching That Works Allington, R. (2011). What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M. Weber, C. (2009). Pyramid Response to Intervention Tomlinson, C. (2008). Diverse classrooms demand multiple paths to success. What works in teaching and learning, 4(9), 3. http://fcrr.org (Florida Center for

Research) Fountas, I. and Pinnell, G. (2006). Teaching for Comprehending and Fluency: Thinking, Talking and Writing about Reading http://ies.ed.gov/ncee/wwc/ (What Works Clearinghouse) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers Grades 3-6 Reading Recovery Counctil of North America Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

http://www.expandingexpression.com/

Lucy Calkins - Common Core Pathways

Tier: Tier 3

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	09/08/2015	06/10/2022	$100000	General Fund	Specially Trained Reading Recovery Teachers

Status	Progress Notes	Created On	Created By
In Progress	Literacy Specialists conduct Reading Recovery Intervention for our most at-risk First Grade students.	June 29, 2015	Mrs. Carey Crocker

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students needing time and additional support will receive instruction either through an extended day opportunity or summer school to increase literacy achievement.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	07/15/2016	$15000	Title I Part A	Administrator, title I staff, instructional staff and support staff

Activity - GERT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teachers, and support staff

Activity - Title I Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk in writing will received direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$100000	Title I Part A	Administrator, Title I staff, district personnel, and teaching staff

Activity - Expanding Expression Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$500	General Fund	Administrator, Title I staff, GERT, special education staff, and teaching staff

Measurable Objective 2:

A 20% increase of Bottom 30% students will demonstrate a proficiency in overall ELA in English Language Arts by 06/20/2024 as measured by as measured by the State Assessment, common ELA assessments, and NWEA..

(shared) Strategy 1:

Tier I - Core Instruction - Tier I Core Instruction Reading Workshop - At tier one, staff will implement a reading workshop approach to differentiate core instruction for all students.

Category: English/Language Arts

Research Cited: Reading

Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction That Works

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

http://allthingsplc.info

Calkins, L. (2001). The Art of Teaching Reading

Allington, R. (2011) What Really Matters for Struggling Readers

Allington, R. (2008). What Really Matters in Response to Intervention

Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn

Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5)

Parsons, S. (2010). First Grade Readers

http://ferr.org (Florida Center for Research)

Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading

http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)

Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6

Anderson, C. (2000). How's It Going: A practical guide for conferring

Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition)

Collins, K. (2004). Growing Readers: Units of Study K-2

Writing

Harwayne, Shelley. Writing through Childhood: Rethinking Process and Product. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881, 2001.

Kirby, Dan, and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042, 1981. Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Calkins, L. (2000). The Art of Teaching Writing Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence http://allthingsplc.info Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Parsons, S. (2010). First Grade Readers and Writers Calkins, L. (2003). Units of Study for Writing: A Curriculum for the Writing Workshop (Grades 3-5). Calkins, L. (2003). Primary Units of Study for Writing (Grades K-2) http://ferr.org (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading http://ies.ed.gov/ncee/wwc/(What works Clearinghouse) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Stiggins, R., Arter, J. and Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

Tier: Tier 1

Activity - Reading Workshop PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

New staff will receive training in how to implement a Reading Workshop Approach for all students.	Direct Instruction, Supplemental Materials, Teacher Collaboration, Professional Learning, Recruitment and Retention, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/09/2017	$1000	Title II Part A	Administrator and new instructional staff

Activity - Feedback Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and instructional staff

Activity - Flexible small grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator and instructional staff

Activity - Lab classrooms/Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking to increase student achievement. | Teacher Collaboration, Walkthrough, Getting Ready | Tier 1 | Getting Ready | 09/08/2015 | 06/10/2022 | $5000 | General Fund | Administrator, initiative coordinator and instructional staff |

Activity - Visible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Teacher Collaboration, Professional Learning, Walkthrough, Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, initiative coordinator, instructional staff and support staff

Status	Progress Notes	Created On	Created By
In Progress	Staff has begun implementation of visible thinking in all classrooms.	June 29, 2015	Mrs. Carey Crocker

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, instructional staff and support staff

Activity - Family Science/Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Communication, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Title I Part A	Administrator, title I staff, and instructional staff

Activity - Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communication, Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	General Fund	Administrator, instructional staff and support staff

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families. | Direct Instruction, Teacher Collaboration, Professional Learning, Parent Involvement, Getting Ready, Curriculum Development | Tier 1 | Getting Ready | 09/08/2015 | 06/10/2022 | $5000 | General Fund | Administrator, all instructional staff and support staff |

Activity - Workshop approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, instructional staff and support staff

Status	Progress Notes		Created On	Created By
In Progress	Staff members began implementation of the Reading Workshop framework during the 14-15 school year.		June 29, 2015	Mrs. Carey Crocker

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	No Funding Required	Administrator, literacy specialists, title I staff, and instructional staff

Activity - Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2022	$500	General Fund	Administrator, initiative coordinator, instructional staff and support staff

Activity - Collaborative Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	General Fund	Administrator, initiative coordinator and select instructional staff

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$700	General Fund	Administrator and select instructional staff

School Improvement Plan
Eastover Elementary School

Status	Progress Notes		Created On	Created By
In Progress	A formative assessment group was started during the 14-15 school year.		June 29, 2015	Mrs. Carey Crocker

Activity - PBIS - SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2022	$1000	Other	Administrator and select instructional and support staff

Status	Progress Notes		Created On	Created By
In Progress	The school implements a Positive Behavior Intervention System called SOAR.		June 29, 2015	Mrs. Carey Crocker

Activity - Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	06/01/2015	12/11/2015	$300	General Fund	Administrator and interested staff

Status	Progress Notes		Created On	Created By
In Progress	Staff members attended this conference and need to share back with staff upon return to school.		June 29, 2015	Mrs. Carey Crocker

Activity - Poverty Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested staff members will attend the Framework for Poverty Conference at Oakland Schools and/or the Wayne State Conference on Poverty and share back new learning with staff members.	Professional Learning	Tier 1	Implement	06/01/2015	09/01/2016	$200	General Fund	Administrator and interested staff

Status	Progress Notes	Created On	Created By
In Progress	Staff members attended the Oakland Schools Conference in June 2015 and will share new information with staff during the 15-16 school year.	June 29, 2015	Mrs. Carey Crocker

Activity - Publishing Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	06/30/2016	06/30/2019	$700	Other	All classroom teachers and parent volunteers

Activity - Polished writing pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	General Fund	All classroom teachers

Activity - Collaborative Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Policy and Process, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$3000	General Fund	Administrator, district personnel, teaching staff

Activity - Writing Pathways (common writing rubrics)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, district personnel, and teaching staff

Activity - Family Library Night/Young Author's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastsover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Parent Involvement, Community Engagement	Tier 1	Monitor	06/30/2016	06/30/2019	$2500	Other	Administrator, PTO, and instructional staff

Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Teacher Collaboration, Supplemental Materials, Professional Learning, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/01/2019	$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Implementation, Walkthrough	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Teacher Collaboration, Getting Ready, Curriculum Development	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	No Funding Required	All instructional staff and support staff

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	No Funding Required	All instructional staff and support staff

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Teacher Collaboration, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator and all staff

Activity - Technology integration for writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	General Fund	Administrator, teaching staff and support staff

(shared) Strategy 2:

Tier II - Response to Intervention/MTSS - Staff will implement Tier II interventions to support students identified as at-risk or advanced.

Category:

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence http://allthingsplc.info Calkins, L. (2001). The Art of Teaching Reading Allington, R. (2011) What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5) Parsons, S. (2010). First Grade Readers http://ferr.org (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading http://ies.ed.gov/ncee/wwc/(What works Clearinghouse) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Collins, K. (2004). Growing Readers: Units of Study K-2 Fountas, I. and Pinnell, G. (2010) Leveled Literacy Intervention Goudvis, A. and Harvey, S. (2000). Strategies that Work Goudvis, A. and Harvey, S. (2007). The Comprehension Toolkit (Grades 3-6) Goudvis, A. and Harvey, S. (2008) The Primary Comprehension Toolkit (Grades K-2)

Tier: Tier 2

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Implementation, Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$1000	General Fund	Instructional staff and support staff

Activity - Title I - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups. | Teacher Collaboration, Supplemental Materials, Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/10/2022 | $100000 | Title I Part A | Title I support staff and instructional staff |

Status	Progress Notes		Created On	Created By
In Progress	Literacy Specialists implement leveled literacy intervention for students needing small group additional support.		June 29, 2015	Mrs. Carey Crocker

Activity - Restorative Justice/Conscious Discipline Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin to learn about restorative justice and/or conscious discipline strategies to improve behavior and relationships with students, also to bring about awareness.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2022	$300	General Fund	Administrator and instructional staff

Activity - Links Peer Pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	$300	General Fund	Director of Special Education, Administrator, and select instructional staff

Activity - RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	General Fund	Administrator, teaching staff and support staff

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	General Fund	Administrator, teaching staff, and support staff

Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teaching staff, GERT team, and support staff

Activity - Scholastic online reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Supplemental Materials, Academic Support Program, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator, media specialist and all staff

Activity - Fluency Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas.	Professional Learning, Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/30/2019	$0	No Funding Required	Administrator and instructional staff

Activity - Writing in Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina acorss writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	06/30/2016	06/30/2019	$500	General Fund	Administrator, teaching staff and support staff

(shared) Strategy 3:

Tier III - Tier 3 Intensive Interventions - At Tier III, specially trained staff will implement Reading Recovery.

Category: English/Language Arts

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano R. (2001). Classroom Instruction That Works

Calkins, L. (2001). The Art of Teaching Reading Founta, I. and Pinnell, G. (2008). When Readers Struggle: Teaching That Works Allington, R. (2011). What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M. Weber, C. (2009). Pyramid Response to Intervention Tomlinson, C. (2008). Diverse classrooms demand multiple paths to success. What works in teaching and learning, 4(9), 3. http://fcrr.org (Florida Center for Research) Fountas, I. and Pinnell, G. (2006). Teaching for Comprehending and Fluency: Thinking, Talking and Writing about Reading http://ies.ed.gov/ncee/wwc/ (What Works Clearinghouse) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers Grades 3-6 Reading Recovery Counctil of North America Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)
http://www.expandingexpression.com/
Lucy Calkins - Common Core Pathways

Tier: Tier 3

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	09/08/2015	06/10/2022	$100000	General Fund	Specially Trained Reading Recovery Teachers

Status	Progress Notes	Created On	Created By
In Progress	Literacy Specialists conduct Reading Recovery Intervention for our most at-risk First Grade students.	June 29, 2015	Mrs. Carey Crocker

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

The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	General Fund	Administrator, teachers, and support staff

Activity - Title I Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk in writing will received direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$100000	Title I Part A	Administrator, Title I staff, district personnel, and teaching staff

Activity - Expanding Expression Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$500	General Fund	Administrator, Title I staff, GERT, special education staff, and teaching staff

Goal 3: All students will improve their social studies skills across the curriculum.

School Improvement Plan
Eastover Elementary School

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency with their social studies skills across the curriculum in Social Studies by 06/15/2019 as measured by Unit Assessments and Grade Level Common Assessments.

Strategy 1:

Tier I Core Instruction - All students will receive core instruction in grades K-4 as based on the current content standards for the state of Michigan.

Category: Social Studies

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze their social studies unit assessment data and formative assessment date to determine needs for instruction and support a minimum of two times per year.	Teacher Collaboration	Tier 1	Implement	08/31/2016	06/15/2019	$3000	General Fund	Administrator and teachers.

Activity - collaboration meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning team meetings and with district counterparts to coordinate lessons around the social studies standards, align units for instruction across the district, and work on common assessments.	Teacher Collaboration	Tier 1	Implement	08/30/2016	06/01/2019	$1000	General Fund	administrator, teachers and support staff

Activity - Social Studies Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a workshop approach to teaching social studies ensuring whole group, small group, and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/30/2016	06/30/2019	$0	No Funding Required	Administrator and staff

Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visible Thinking Routines will be used to teach or capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	06/30/2016	06/30/2019	$0	No Funding Required	Administrator and staff

Activity - Field trips to nature center and/or district farm	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers take field trips to the farm to learn about Michigan History and agriculture as it relates to Social Studies. There is teacher collaboration involved and PD as well.	Teacher Collaboration, Monitor, Field Trip, Professional Learning, Academic Support Program, Community Engagement	Tier 1	Monitor	06/30/2016	06/30/2019	$10000	General Fund	Administrator, district and building staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	General Fund	administrator and teaching staff

Strategy 2:

Tier II - Small group instruction and other resource support will be provided to students who need time and additional support with social studies based on the current Michigan Standards.

Category: Social Studies

Research Cited: Multiple Tiered Systems of Support (MTSS/RtI)

Tier: Tier 2

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	06/30/2016	06/30/2019	$0	No Funding Required	Administrator and teaching staff

Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Social Studies. This can be push in or pull out instruction depending on the needs of the child or children and based on assessment data.	Implementation, Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$0	General Fund	Administrator, GERT, and teaching staff

Activity - AARI/Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader Initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction social studies text.	Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$0	General Fund	Administrator, GERT teacher, and teaching staff

Activity - summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is offered to students needing time and additional support in social studies using Title I funding if available.	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$15000	Title I Part A	Administrator, Title I staff, teachers, and district Title I support contact person

Activity - Accelerated Reader/RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader and RAZ kids online offer leveled reading through a web based system. They offer extended opportunities for reading of nonfiction social studies texts and comprehension support.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$1000	General Fund	Administrator, support staff, and teaching staff

Strategy 3:

Tier III - Students at risk of not meeting the states academic standards needing intensive support will receive direct instruction, pull out support for social studies tied to reading of non-fiction text and comprehension.

Category: Social Studies

Research Cited: Multiple Tiered Systems of Support (MTSS)/RtI

Tier: Tier 3

Activity - Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for KDG, first and second grade students who are at-risk for not meeting the standards in social studies. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy Intervention is based off of reading recovery and provides direct support with the reading of nonfiction text as it relates to social studies. | Direct Instruction, Academic Support Program | Tier 3 | Implement | 06/30/2016 | 06/30/2019 | $10000 | Title I Part A | Administrator, Title I staff and teaching staff |

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in social studies.	Direct Instruction, Academic Support Program	Tier 3	Implement	06/30/2016	06/30/2019	$0	General Fund	Administrator, GERT staff, teaching staff and Title I staff

Goal 4: All students will improve their science skills across the curriculum.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in overall achievement. in Science by 06/01/2019 as measured by the State assessment and building unit assessments.

Strategy 1:

Tier I - Core Instruction - All students will receive instruction in science with the new National Science standards using inquiry based methods.

Category: Science

Tier: Tier 1

Activity - NGSS professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers need training in the new National and Michigan Science Standards in order to implement them into practice.	Professional Learning	Tier 1	Getting Ready	02/01/2016	06/01/2019	$0	General Fund	Administrator, learning services, teachers, and support staff

Activity - Science notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Inquiry notebooks will be purchased to help with implementing new science standards practices and professional development will be offered on how to use these tools in the classroom.	Materials, Professional Learning	Tier 1	Getting Ready	08/30/2016	06/01/2017	$500	General Fund	Administrator, initiative coordinator and teachers

Activity - Sustainability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in sustainability. This training also includes the use of our student garden which can be integrated into the curriculum. This will enhance science instruction and learning for our students.	Supplemental Materials, Professional Learning, Community Engagement, Curriculum Development	Tier 1	Implement	08/30/2016	06/01/2019	$500	General Fund	Administrator, initiative coordinator, and teachers families are also involved in sharing about our garden and helping to maintain our garden

Activity - Hydroponics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers get materials and traning on hydroponics to enhance science instruction and extend the growing season for our garden.	Direct Instruction, Materials, Professional Learning	Tier 1	Implement	08/30/2016	06/01/2019	$500	General Fund	Administrator, initiative coordinator, teachers

Activity - SOCRRA training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting.	Professional Learning, Community Engagement	Tier 1	Implement	09/30/2015	06/01/2018	$0	No Funding Required	Administrator, initative coordinator, and teachers and parents

Activity - OCRA Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them align science curriculum to our Eastover Student Garden	Professional Learning, Community Engagement	Tier 1	Implement	09/30/2015	06/01/2018	$0	No Funding Required	Administrator, initiative coordinator and teachers

Activity - NGSS teacher collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will collaborate to plan out lessons using the new Michigan Science Standards and work on their curriuculum in professional learning team meetings.	Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/30/2016	06/01/2019	$1000	General Fund	Administrator, initiative coordinator, teachers, and support staff

Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visible thinking routines will be used to teach and capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2014	06/29/2019	$0	No Funding Required	Administrator and staff

Activity - Science Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a workshop approach to teaching science ensuring whole group, small group and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/30/2016	08/30/2019	$0	No Funding Required	Administrator and staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	General Fund	Administrator and Teaching staff

Strategy 2:

Tier II - Small group instruction and other resource support will be provided to students who need time and additional support with science based on common summative and formative assessments.

Category: Science

Research Cited: Multiple Tiered Systems of Support/RtI

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/30/2015	08/30/2019	$0	No Funding Required	Administrator and teaching staff

Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Science. This can be push in or pull out instruction depending on the kids needs and assessments.	Implementation, Academic Support Program	Tier 2	Implement	08/30/2015	08/30/2019	$0	General Fund	Administrator, GERT, and teaching staff

Activity - AARI/Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction science text.	Academic Support Program	Tier 2	Implement	08/01/2015	08/30/2019	$0	General Fund	Administrator, GERT teacher and teaching staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is offered to students needing time and additional support in science using Title I funding.	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	08/01/2015	08/30/2019	$15000	Title I Part A	Administrator, teaching staff, Title I staff and support staff

Activity - Accelerated Reader/RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader and RAZ kids online offers leveled reading online and offers extended opportunities for reading of nonfiction science text with comprehension support.	Technology, Monitor, Academic Support Program	Tier 2		08/01/2014	08/30/2018	$1000	General Fund	Administrator, support staff, and teaching staff

Strategy 3:

Tier III - intervention - Students at -risk of not meeting the states academic standards needing intensive support will receive direct instruction, pull out support for science tied to reading of nonfiction text and comprehension.

Category: Science

Research Cited: Multiple Tiered Systems of support/RtI

Tier: Tier 3

Activity - Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first, and second grade students who are at-risk of not meeting the standards in science. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy is based off of reading recovery and provides support with the reading of nonfiction text related to science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/30/2015	08/30/2019	$10000	Title I Part A	Administrat or, Title I staff and teaching staff

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2015	08/30/2019	$0	General Fund	Administrat or, GERT, teaching staff, Title I staff

Goal 5: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.

Measurable Objective 1:
demonstrate a behavior that is culturally responsive and inclusive of all students, families and community members by 06/30/2018 as measured by as measured by student, staff, and family surveys..

Strategy 1:
Culturally Responsive Teaching - Teachers will understand how attitudes, biases, and body language, whether intentional or not, influence student engagement and learning. They will learn about research and practices that when implemented with fidelity will create an environment that promotes understanding, acceptance and inclusion. Specific focus will be on strategies that allow students, especially minority and economically disadvantaged students, to achieve the same proficiency level as their peers.

Category: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project based Learning; Ron Ritchhart's Making Thinking Visible.

Tier: Tier 1

Activity - Restorative Justice Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn about issues related to social justice and inter-group relations through restorative practices training.	Behavioral Support Program, Professional Learning, Getting Ready	Tier 1	Getting Ready	06/15/2016	06/30/2019	$700	Title II Part A	Staff, Administration, Learning Services, and the Director of Equity Programming

Activity - Ruby Payne Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two times per year at Oakland Schools. Participants will come back and share what they learned with staff.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Policy and Process	Tier 1	Implement	08/01/2015	06/30/2018	$300	General Fund	Administrator, staff and support staff

---

Activity - Diversity Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diversity training will take place at the building on professional development days to increase awareness about sensitive topics and allow staff time to work through ideas and materials they can use with students to increase cultural competency.	Teacher Collaboration, Supplemental Materials, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Policy and Process	Tier 1	Implement	08/01/2015	06/30/2018	$500	General Fund	Administrator, initiative coordinator, staff and support staff

Activity - English Language Learner and General Education Teacher Collaborative Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our ESL teacher and classroom teachers will attend training to increase knowledge of how to help our ESL learners in and out of the classroom.	Direct Instruction, Communication, Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2018	$300	General Fund	ESL staff, administrator, and staff

Activity - PBIS/CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavior intervention support and CHAMPS promotes a positive school culture and provides training in how a school and classroom can support a positive culture and climate in the building. PBIS is a positive approach and framework for putting in a school-wide system of support for all kids and is supported by MDE.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Other	Tier 1	Implement	08/01/2015	06/30/2019	$1000	General Fund	Administrator, staff and support staff

Activity - Non-violent Crisis Prevention Intervention (CPI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member that works with kids that have behavioral needs will continue to be trained and have refresher training in order to keep their CPI certification. It provides a way to safely manage children having behavior issues or meltdowns.	Behavioral Support Program, Implementation, Professional Learning	Tier 2	Implement	09/01/2015	06/30/2019	$300	General Fund	Administrator, Special Education, Staff and support staff

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional rounds brings teachers and administrators together in a collaborative environment. Teachers and/or administrators are able to observe other teachers and students in action. Transformative learning takes place. It is used to improve teaching and learning and the way evaluations are conducted. It looks at practices in many different areas.	Teacher Collaboration, Evaluation, Monitor, Implementation, Professional Learning, Academic Support Program, Walkthrough	Tier 1	Monitor	08/01/2015	06/30/2019	$1000	General Fund	Learning Services, Administrator, Staff

Activity - Oakland Schools Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators can attend various professional development sessions and learn about best practices happening around the county. This training happens every June.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Other, Curriculum Development	Tier 1	Implement	06/01/2015	06/30/2019	$500	General Fund	Learning Services, Administrator, and Staff

Activity - Visible Thinking Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Partnership meetings with other schools that do Visible Thinking. This group is investigating student engagement. Currently we have a partnership with Way Elementary School in Bloomfield. This group works through the collaborative inquiry process. | Direct Instruction, Teacher Collaboration, Implementation, Academic Support Program, Walkthrough | Tier 1 | Implement | 08/01/2015 | 06/30/2019 | $1000 | General Fund | Administrators, initiative coordinators, staff and support staff |

Activity - Visible Thinking Book Club Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a book club cohort that is working through reading "The 8 Cultural Forces we Must Master to Transform Schools," by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement and impacts practices in classrooms across all subject areas. It promotes deeper thinking for all.	Direct Instruction, Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/01/2015	06/30/2019	$700	General Fund	Administrator, initiative coordinator, and staff

Activity - School Visitations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Our school will visit other schools implementing Visible Thinking who have similar programs, strategies or initiatives. The goal is to learn from the other schools and share back new information with staff and apply it to practice. | Teacher Collaboration, Implementation, Field Trip, Professional Learning, Walkthrough, Curriculum Development | Tier 1 | Implement | 09/01/2015 | 06/30/2019 | $1000 | General Fund | Administrator, initiative coordinator, and staff |

Activity - new teacher cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers or teachers new to Visible Thinking and Sustainability will attend professional development at our building to help them implement these two initiatives in the classroom effectively and provide an opportunity to share new ideas with others. This will also help with the school culture and help new teachers navigate the system.	Direct Instruction, Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2019	$1000	General Fund	Administrator, initiative coordinator, and staff

Activity - Equitable and Inclusive Leadership meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrative meetings, monthly, will focus on equity and inclusion in each of the school district buildings around a broad range of topics.	Teacher Collaboration, Evaluation, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	06/01/2015	06/30/2019	$0	No Funding Required	Administrators and Central Office

Activity - Facilitators of School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and teacher leadership team will attend Facilitators of School Improvement training at a Local ISD. The purpose of this training is to share the information back with the school improvement team back at the building to improve the school improvement plan and improve stakeholder input and communication.	Communication, Teacher Collaboration, Evaluation, Behavioral Support Program, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/30/2019	$750	General Fund	Administrator, Learning Services and teacher leadership team or school improvement team members

Strategy 2:

Culturally Responsive Community - The school and district will facilitate Global Champions training for teams of teachers, administrators, community members, and central office staff ensuring broad representation from everyone. The goal of the training is to come up with a team of stakeholders who will serve, support and develop culturally responsive behaviors. Global Champions will serve as advocates for all students and families.

Category: School Culture

Research Cited: Glen Singleton, Munirah Mawusi, Gary Howard, Eileen Kugler, Alexandra Neason

Tier: Tier 1

Activity - Institute for Healing Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Institute for Healing Racism continues to bring together diverse groups of people to explore and address issues of race and racism. Participants have the opportunity to examine how the "dis-ease" of racism affects ALL people and develop skills to detect and help eliminate institutional racism in our daily environments; home, work, education, community, organization and business.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Implement	08/10/2015	06/30/2019	$1000	Title II Part A	Director of Equity Programming

Activity - Global Champions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Materials, Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Policy and Process, Community Engagement	Tier 1	Implement	08/30/2014	06/30/2019	$1000	Title II Part A	Staff, Administrator, Learning Services, and Director of Equity Programming

Activity - Diversity Academic Equity and Race Relations (DAERR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Policy and Process, Community Engagement	Tier 1	Monitor	08/30/2015	06/30/2019	$1000	General Fund	Central Office, Learning Services, and Director of Equity Programming

Activity - Poverty Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Poverty Conference at Wayne State will start in 2017. This is for families, community members, staff and administrators. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will take place each share and then be shared back with staff and families at the building level.	Behavioral Support Program, Professional Learning, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/30/2019	$500	General Fund	Administrator and staff

Activity - Critical Friends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Critical Friends process focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. This process is based in cooperative adult learning, which is often contrary to patterns established in work environments. It also addresses a situation in which many leaders find themselves – trained to work as independent units; certified as knowing all that is needed to know; feeling like the continuation of professional learning is not essential to the creation of an exciting, rich, learning environment; and that they are simply supervisors in the leadership role. Critical in the context of the group is intended to mean "important" or "key" or "necessary." Those who have used this process have found that many leaders are clumsy at being "critical." They have further discovered that many leaders are trained to talk around and avoid difficult issues, not carefully confront them. The Critical Friends process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$300	General Fund	Learning Services, Administration, Staff

Activity - Coffee talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coffee talks are where the administrator, staff, families and community members engage in discussion around topics to learn about our school, improve our school, or collect input or feedback. This is a learning community.	Communication, Professional Learning, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/30/2018	$400	General Fund	Administrator, staff and families

Activity - Family Sign Language Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families, and the community to learn more about our school and culture. They can also learn sign language.	Implementation, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2015	06/30/2019	$0	No Funding Required	Administrator, DHH supervisor, and staff

Activity - Bloomfield Youth Association/Bloomfield Birmingham Families in Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. Bloomfield Youth Assistance is an organization that works with students and families and focuses on wellness and support with a variety of issues.	Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 2	Implement	08/01/2015	06/30/2019	$0	No Funding Required	Administrator, Social worker, PTO, Psychologist, staff and families

Activity - Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to join student council. These students are advocates for the school, they provide student voice and affect our school culture. They also have opportunities for service learning within our school and community.	Extra Curricular, Behavioral Support Program, Implementation, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Monitor	08/01/2015	06/30/2019	$750	General Fund	Administrator and staff

Activity - LINKS - peer pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Other - student leadership	Tier 2	Implement	08/01/2015	06/30/2019	$0	No Funding Required	Administrator, staff, students and support staff

Activity - Eastover Global Education Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Our building will have a group of teachers, parents, community members, principal, and other staff meet monthly to discuss and plan out building level activities or supports for students, staff and families around global education and diversity. The members will be trained Global Champions or have attended the Institute on Healing Racism.	Communication, Teacher Collaboration, Implementation, Professional Learning, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/29/2019	$0		No Funding Required	Administrator, Director of Equity Programs, Learning Services, teachers, parents, and support staff

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
Reading Workshop PD	New staff will receive training in how to implement a Reading Workshop Approach for all students.	Direct Instruction, Supplemental Materials, Teacher Collaboration, Professional Learning, Recruitment and Retention, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/09/2017	$1000	Administrator and new instructional staff
Restorative Justice Practices	Staff will learn about issues related to social justice and inter-group relations through restorative practices training.	Behavioral Support Program, Professional Learning, Getting Ready	Tier 1	Getting Ready	06/15/2016	06/30/2019	$700	Staff, Administration, Learning Services, and the Director of Equity Programming
Institute for Healing Racism	The Institute for Healing Racism continues to bring together diverse groups of people to explore and address issues of race and racism. Participants have the opportunity to examine how the "dis-ease" of racism affects ALL people and develop skills to detect and help eliminate institutional racism in our daily environments; home, work, education, community, organization and business.	Teacher Collaboration, Behavioral Support Program, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Implement	08/10/2015	06/30/2019	$1000	Director of Equity Programming

Global Champions Training	Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Materials, Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Policy and Process, Community Engagement	Tier 1	Implement	08/30/2014	06/30/2019	$1000	Staff, Administrator, Learning Services, and Director of Equity Programming
Inquiry Based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	All instructional staff
Inquiry based professional development.	Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2022	$500	Administrator and all instructional staff.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Writing Support	Students at risk in writing will received direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$100000	Administrator, Title I staff, district personnel, and teaching staff

Summer School	Summer school is offered to students needing time and additional support in science using Title I funding.	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	08/01/2015	08/30/2019	$15000	Administrator, teaching staff, Title I staff and support staff
Extended Day/Summer School	Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/01/2019	$15000	Administrator, Title I staff, teaching staff and support staff
Family Math/Science Night	Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor handson museum).	Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Administrator, Title I staff, and instructional staff
summer school	Summer school is offered to students needing time and additional support in social studies using Title I funding if available.	Direct Instruction, Implementation, Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$15000	Administrator, Title I staff, teachers, and district Title I support contact person
Literacy Groups	Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first, and second grade students who are at-risk of not meeting the standards in science. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy is based off of reading recovery and provides support with the reading of nonfiction text related to science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/30/2015	08/30/2019	$10000	Administrator, Title I staff and teaching staff
Extended Day/Summer School	Students needing additional time and support with literacy will be offered summer school or extended day options after school during the school year.	Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/30/2019	$15000	Administrator, Title I staff, and instructional staff

Extended Day/Summer School	Students needing time and additional support will receive instruction either through an extended day opportunity or summer school to increase literacy achievement.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	07/15/2016	$15000	Administrator, title I staff, instructional staff and support staff
Family Science/Literacy Night	Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Communication, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Administrator, title I staff, and instructional staff
Title I - Leveled Literacy Intervention	Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups.	Teacher Collaboration, Supplemental Materials, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$100000	Title I support staff and instructional staff
Title I Math Support	Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3		09/08/2015	06/10/2022	$120000	Administrator, Title I support staff, classroom teachers and the building instructional team.
Extended Day/Summer School	Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2022	$15000	Administrator, Title I staff, instructional staff, and building instructional team.

| Literacy Groups | Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for KDG, first and second grade students who are at-risk for not meeting the standards in social studies. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy Intervention is based off of reading recovery and provides direct support with the reading of nonfiction text as it relates to social studies. | Direct Instruction, Academic Support Program | Tier 3 | Implement | 06/30/2016 | 06/30/2019 | $10000 | Administrator, Title I staff and teaching staff |

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AARI/Read Naturally	Accelerated Reader initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction science text.	Academic Support Program	Tier 2	Implement	08/01/2015	08/30/2019	$0	Administrator, GERT teacher and teaching staff
Visible Thinking Book Club Cohort	This is a book club cohort that is working through reading "The 8 Cultural Forces we Must Master to Transform Schools," by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement and impacts practices in classrooms across all subject areas. It promotes deeper thinking for all.	Direct Instruction, Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/01/2015	06/30/2019	$700	Administrator, initiative coordinator, and staff
Learning Communities	Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four criticial guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Administrator and all instructional staff

Accelerated Reader	Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	Administrator, teaching staff, and support staff
GERT - small group	The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Social Studies. This can be push in or pull out instruction depending on the needs of the child or children and based on assessment data.	Implementation, Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$0	Administrator, GERT, and teaching staff
PBIS/CHAMPS	Positive behavior intervention support and CHAMPS promotes a positive school culture and provides training in how a school and classroom can support a positive culture and climate in the building. PBIS is a positive approach and framework for putting in a school-wide system of support for all kids and is supported by MDE.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Other	Tier 1	Implement	08/01/2015	06/30/2019	$1000	Administrator, staff and support staff
Creating Quality Math Assessments	Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Teacher Collaboration, Supplemental Materials, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$700	Learning Services, Administrator, and staff

Facilitators of School Improvement	Administrator and teacher leadership team will attend Facilitators of School Improvement training at a Local ISD. The purpose of this training is to share the information back with the school improvement team back at the building to improve the school improvement plan and improve stakeholder input and communication.	Communication, Teacher Collaboration, Evaluation, Behavioral Support Program, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/30/2019	$750	Administrator, Learning Services and teacher leadership team or school improvement team members
Manipulatives/Math Games	Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/08/2015	06/10/2022	$500	All classroom teachers and support staff.
Collaborative Scoring	Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Policy and Process, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$3000	Administrator, district personnel, teaching staff
General Education Resource Support	General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	Administrator, teaching staff and support staff

Technology integration	Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2022	$500	All instructional staff and support staff
Project-based learning/STEAM	Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Technology, Materials, Teacher Collaboration, Supplemental Materials, Professional Learning, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$4000	Administrator and all instructional staff.
Student Council	Students have the opportunity to join student council. These students are advocates for the school, they provide student voice and affect our school culture. They also have opportunities for service learning within our school and community.	Extra Curricular, Behavioral Support Program, Implementation, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Monitor	08/01/2015	06/30/2019	$750	Administrator and staff
Field trips to nature center and/or district farm	Students and teachers take field trips to the farm to learn about Michigan History and agriculture as it relates to Social Studies. There is teacher collaboration involved and PD as well.	Teacher Collaboration, Monitor, Field Trip, Professional Learning, Academic Support Program, Community Engagement	Tier 1	Monitor	06/30/2016	06/30/2019	$10000	Administrator, district and building staff

Oakland Schools Effective Practices Conference	Teachers and Administrators can attend various professional development sessions and learn about best practices happening around the county. This training happens every June.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Other, Curriculum Development	Tier 1	Implement	06/01/2015	06/30/2019	$500	Learning Services, Administrator, and Staff
Data Analysis	All teachers will analyze their social studies unit assessment data and formative assessment date to determine needs for instruction and support a minimum of two times per year.	Teacher Collaboration	Tier 1	Implement	08/31/2016	06/15/2019	$3000	Administrator and teachers.
Non-violent Crisis Prevention Intervention (CPI)	Each staff member that works with kids that have behavioral needs will continue to be trained and have refresher training in order to keep their CPI certification. It provides a way to safely manage children having behavior issues or meltdowns.	Behavioral Support Program, Implementation, Professional Learning	Tier 2	Implement	09/01/2015	06/30/2019	$300	Administrator, Special Education, Staff and support staff
new teacher cohort	New teachers or teachers new to Visible Thinking and Sustainability will attend professional development at our building to help them implement these two initiatives in the classroom effectively and provide an opportunity to share new ideas with others. This will also help with the school culture and help new teachers navigate the system.	Direct Instruction, Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2019	$1000	Administrator, initiative coordinator, and staff
Small Group Support	Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Implementation, Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$1000	Instructional staff and support staff

GERT - small group	The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Science. This can be push in or pull out instruction depending on the kids needs and assessments.	Implementation, Academic Support Program	Tier 2	Implement	08/30/2015	08/30/2019	$0	Administrator, GERT, and teaching staff
Poverty Conference	Poverty Conference at Wayne State will start in 2017. This is for families, community members, staff and administrators. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will take place each share and then be shared back with staff and families at the building level.	Behavioral Support Program, Professional Learning, Parent Involvement, Community Engagement, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/30/2019	$500	Administrator and staff
Atlas Rubicon	Teachers will utilize Atlas Rubicon and have training in Atlas. This is our curriculum warehouse system. This ensures curriculum alignment and resources between teaching teams. This is ongoing and based on the needs of staff.	Communication, Technology, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/01/2015	06/30/2018	$0	Administrator, Learning Services, Staff and support staff
Science notebooks	Science Inquiry notebooks will be purchased to help with implementing new science standards practices and professional development will be offered on how to use these tools in the classroom.	Materials, Professional Learning	Tier 1	Getting Ready	08/30/2016	06/01/2017	$500	Administrator, initiative coordinator and teachers
RAZ kids	RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$2000	Administrator, teaching staff and support staff

Ten Marks Math/Kahn Academy	Students will participate in Tenmarks Math and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2022	$2500	Administrator and all instructional staff.
Reading Recovery	Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	09/08/2015	06/10/2022	$100000	Specially Trained Reading Recovery Teachers
Technology integration for writing	Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	Administrator, teaching staff and support staff
General Education Resource Support	General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in social studies.	Direct Instruction, Academic Support Program	Tier 3	Implement	06/30/2016	06/30/2019	$0	Administrator, GERT staff, teaching staff and Title I staff
NGSS teacher collaboration	Teachers will collaborate to plan out lessons using the new Michigan Science Standards and work on their curriuculum in professional learning team meetings.	Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/30/2016	06/01/2019	$1000	Administrator, initiative coordinator, teachers, and support staff
collaboration meetings	Teachers will meet in professional learning team meetings and with district counterparts to coordinate lessons around the social studies standards, align units for instruction across the district, and work on common assessments.	Teacher Collaboration	Tier 1	Implement	08/30/2016	06/01/2019	$1000	administrator, teachers and support staff

Expanding Expression Tool	Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/30/2016	06/30/2019	$500	Administrator, Title I staff, GERT, special education staff, and teaching staff
Critical Friends	The Critical Friends process focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. This process is based in cooperative adult learning, which is often contrary to patterns established in work environments. It also addresses a situation in which many leaders find themselves – trained to work as independent units; certified as knowing all that is needed to know; feeling like the continuation of professional learning is not essential to the creation of an exciting, rich, learning environment; and that they are simply supervisors in the leadership role. Critical in the context of the group is intended to mean "important" or "key" or "necessary." Those who have used this process have found that many leaders are clumsy at being "critical." They have further discovered that many leaders are trained to talk around and avoid difficult issues, not carefully confront them. The Critical Friends process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.	Teacher Collaboration, Implementation, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$300	Learning Services, Administration, Staff
Close and Critical Reading	Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	Administrator and Teaching staff
Math Technology	Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	09/08/2015	06/10/2022	$0	All instructional staff.

Diversity Academic Equity and Race Relations (DAERR)	Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Policy and Process, Community Engagement	Tier 1	Monitor	08/30/2015	06/30/2019	$1000	Central Office, Learning Services, and Director of Equity Programming
Math Facts Intervention	Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$1000	All instructional staff
Accelerated Reader/RAZ kids	Accelerated reader and RAZ kids online offer leveled reading through a web based system. They offer extended opportunities for reading of nonfiction social studies texts and comprehension support.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$1000	Administrator, support staff, and teaching staff
NGSS professional development	Teachers need training in the new National and Michigan Science Standards in order to implement them into practice.	Professional Learning	Tier 1	Getting Ready	02/01/2016	06/01/2019	$0	Administrator, learning services, teachers, and support staff
Close and Critical Reading	Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	administrator and teaching staff
Links Peer Pals	Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	$300	Director of Special Education, Administrator, and select instructional staff

Sustainability	Teachers will receive training in sustainability. This training also includes the use of our student garden which can be integrated into the curriculum. This will enhance science instruction and learning for our students.	Supplemental Materials, Professional Learning, Community Engagement, Curriculum Development	Tier 1	Implement	08/30/2016	06/01/2019	$500	Administrator, initiative coordinator, and teachers families are also involved in sharing about our garden and helping to maintain our garden
Poverty Conference	Interested staff members will attend the Framework for Poverty Conference at Oakland Schools and/or the Wayne State Conference on Poverty and share back new learning with staff members.	Professional Learning	Tier 1	Implement	06/01/2015	09/01/2016	$200	Administrator and interested staff
Accelerated Reader/RAZ kids	Accelerated reader and RAZ kids online offers leveled reading online and offers extended opportunities for reading of nonfiction science text with comprehension support.	Technology, Monitor, Academic Support Program	Tier 2		08/01/2014	08/30/2018	$1000	Administrator, support staff, and teaching staff
Restorative Justice/Conscious Discipline Strategies	Staff will begin to learn about restorative justice and/or conscious discipline strategies to improve behavior and relationships with students, also to bring about awareness.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2022	$300	Administrator and instructional staff
Book Clubs	Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2022	$500	Administrator, initiative coordinator, instructional staff and support staff
Data Anaylsis and Goal Setting	Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/01/2015	$5000	All instructional staff.
Hydroponics	Teachers get materials and traning on hydroponics to enhance science instruction and extend the growing season for our garden.	Direct Instruction, Materials, Professional Learning	Tier 1	Implement	08/30/2016	06/01/2019	$500	Administrator, initiative coordinator, teachers

AARI/Read Naturally	Accelerated Reader Initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction social studies text.	Academic Support Program	Tier 2	Implement	06/30/2016	06/30/2019	$0	Administrator, GERT teacher, and teaching staff
FAME	Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$700	Administrator and select instructional staff
Effective Practices Conference	Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	06/01/2015	12/11/2015	$300	Administrator and interested staff
Collaborative Inquiry	Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$1000	Administrator, initiative coordinator and select instructional staff
Instructional Rounds	Instructional rounds brings teachers and administrators together in a collaborative environment. Teachers and/or administrators are able to observe other teachers and students in action. Transformative learning takes place. It is used to improve teaching and learning and the way evaluations are conducted. It looks at practices in many different areas.	Teacher Collaboration, Evaluation, Monitor, Implementation, Professional Learning, Academic Support Program, Walkthrough	Tier 1	Monitor	08/01/2015	06/30/2019	$1000	Learning Services, Administrator, Staff
General Education Resource Support	General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2015	08/30/2019	$0	Administrator, GERT, teaching staff, Title I staff
GERT - small group	The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	06/30/2016	06/30/2019	$0	Administrator, teaching staff, GERT team, and support staff

Coffee talks	Coffee talks are where the administrator, staff, families and community members engage in discussion around topics to learn about our school, improve our school, or collect input or feedback. This is a learning community.	Communication, Professional Learning, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/30/2018	$400	Administrator, staff and families
Lab classrooms/Instructional Rounds	Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking to increase student achievement.	Teacher Collaboration, Walkthrough, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	Administrator, initiative coordinator and instructional staff
Diversity Professional Development	Diversity training will take place at the building on professional development days to increase awareness about sensitive topics and allow staff time to work through ideas and materials they can use with students to increase cultural competency.	Teacher Collaboration, Supplemental Materials, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Policy and Process	Tier 1	Implement	08/01/2015	06/30/2018	$500	Administrator, initiative coordinator, staff and support staff
Building Instructional Team	Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Teacher Collaboration, Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	$0	Administrator, all instructional staff and support staff.

Data Analysis and Goal Setting	Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families.	Direct Instruction, Teacher Collaboration, Professional Learning, Parent Involvement, Getting Ready, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	Administrator, all instructional staff and support staff
School Visitations	Our school will visit other schools implementing Visible Thinking who have similar programs, strategies or initiatives. The goal is to learn from the other schools and share back new information with staff and apply it to practice.	Teacher Collaboration, Implementation, Field Trip, Professional Learning, Walkthrough, Curriculum Development	Tier 1	Implement	09/01/2015	06/30/2019	$1000	Administrator, initiative coordinator, and staff
Learning Targets as Formative assessment	Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Implement	09/08/2015	06/10/2022	$200	Administrator and all instructional staff
Ruby Payne Conference	Participants will learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two times per year at Oakland Schools. Participants will come back and share what they learned with staff.	Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Policy and Process	Tier 1	Implement	08/01/2015	06/30/2018	$300	Administrator, staff and support staff
GERT	The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/30/2016	06/30/2019	$0	Administrator, teachers, and support staff

Writing in Response to Reading	Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina acorss writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	06/30/2016	06/30/2019	$500	Administrator, teaching staff and support staff
Polished writing pieces	All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Implement	06/30/2016	06/30/2019	$500	All classroom teachers
Learning Community Meetings	Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communication, Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/10/2022	$5000	Administrator, instructional staff and support staff
English Language Learner and General Education Teacher Collaborative Training	Our ESL teacher and classroom teachers will attend training to increase knowledge of how to help our ESL learners in and out of the classroom.	Direct Instruction, Communication, Teacher Collaboration, Behavioral Support Program, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2018	$300	ESL staff, administrator, and staff

| Visible Thinking Cohort | Partnership meetings with other schools that do Visible Thinking. This group is investigating student engagement. Currently we have a partnership with Way Elementary School in Bloomfield. This group works through the collaborative inquiry process. | Direct Instruction, Teacher Collaboration, Implementation, Academic Support Program, Walkthrough | Tier 1 | Implement | 08/01/2015 | 06/30/2019 | $1000 | Administrators, initiative coordinators, staff and support staff |

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Library Night/Young Author's Day	Eastsover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Parent Involvement, Community Engagement	Tier 1	Monitor	06/30/2016	06/30/2019	$2500	Administrator, PTO, and instructional staff
Publishing Center	All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	06/30/2016	06/30/2019	$700	All classroom teachers and parent volunteers
PBIS - SOAR	All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2022	$1000	Administrator and select instructional and support staff
Math Workshop	All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	$0	Administrator, classroom teachers, and support staff.

No Funding Required

School Improvement Plan
Eastover Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Eastover Global Education Team	Our building will have a group of teachers, parents, community members, principal, and other staff meet monthly to discuss and plan out building level activities or supports for students, staff and families around global education and diversity. The members will be trained Global Champions or have attended the Institute on Healing Racism.	Communication, Teacher Collaboration, Implementation, Professional Learning, Parent Involvement, Community Engagement	Tier 1	Implement	08/01/2015	06/29/2019	$0	Administrator, Director of Equity Programs, Learning Services, teachers, parents, and support staff
small group instruction	Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	06/30/2016	06/30/2019	$0	Administrator and teaching staff
Word Study	Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Teacher Collaboration, Supplemental Materials, Professional Learning, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/01/2019	$0	Administrator, literacy support staff, and instructional staff
Graphic Organizers	Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Getting Ready	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	All instructional staff and support staff
Visible Thinking Routines	Visible thinking routines will be used to teach and capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2014	06/29/2019	$0	Administrator and staff
Feedback Conferencing	Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	Administrator and instructional staff

Visible Thinking	All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Teacher Collaboration, Professional Learning, Walkthrough, Curriculum Development	Tier 1	Monitor	09/08/2015	06/10/2022	$0	Administrator, initiative coordinator, instructional staff and support staff
Scholastic online reading	The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Supplemental Materials, Academic Support Program, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	Administrator, media specialist and all staff
Bloomfield Youth Association/Bloomfield Birmingham Families in Action	All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. Bloomfield Youth Assistance is an organization that works with students and families and focuses on wellness and support with a variety of issues.	Behavioral Support Program, Implementation, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 2	Implement	08/01/2015	06/30/2019	$0	Administrator, Social worker, PTO, Psychologist, staff and families
Learning Targets	Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Teacher Collaboration, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	Administrator and all staff

Parent Communication	Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	09/08/2015	06/10/2022	$0	All instructional staff
Visible Thinking Routines	Visible Thinking Routines will be used to teach or capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	06/30/2016	06/30/2019	$0	Administrator and staff
Feedback form	ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Monitor, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	Administrator and all instructional staff
Small group instruction	Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/30/2015	08/30/2019	$0	Administrator and teaching staff
Writing across the curriculum	All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Teacher Collaboration, Getting Ready, Curriculum Development	Tier 1	Getting Ready	06/30/2016	06/30/2019	$0	All instructional staff and support staff
Classroom walk-throughs	Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Implementation, Walkthrough	Tier 1	Implement	06/30/2016	06/30/2019	$0	Administrator, literacy support staff, and instructional staff
Small Group Instruction	Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2022	$0	Administrator and all instructional staff
Science Workshop	Teachers will implement a workshop approach to teaching science ensuring whole group, small group and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/30/2016	08/30/2019	$0	Administrator and staff

Workshop approach	All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	$0	Administrator, instructional staff and support staff
Writing Pathways (common writing rubrics)	Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Teacher Collaboration, Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	06/30/2016	06/30/2019	$0	Administrator, district personnel, and teaching staff
Fluency Tracker	All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas.	Professional Learning, Academic Support Program, Getting Ready	Tier 2	Getting Ready	06/30/2016	06/30/2019	$0	Administrator and instructional staff
Close and Critical Reading	Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2022	$0	Administrator, literacy specialists, title I staff, and instructional staff
Parent Communication	Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2022	$0	Administrator, instructional staff and support staff
Flexible small grouping	Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2022	$0	Administrator and instructional staff

Equitable and Inclusive Leadership meetings	Administrative meetings, monthly, will focus on equity and inclusion in each of the school district buildings around a broad range of topics.	Teacher Collaboration, Evaluation, Implementation, Professional Learning, Academic Support Program	Tier 1	Implement	06/01/2015	06/30/2019	$0	Administrators and Central Office
Conferencing	Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2		09/08/2015	06/10/2022	$0	All instructional staff.
SOCRRA training	Master composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting.	Professional Learning, Community Engagement	Tier 1	Implement	09/30/2015	06/01/2018	$0	Administrator, initative coordinator, and teachers and parents
LINKS - peer pals	Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program, Implementation, Professional Learning, Parent Involvement, Other - student leadership	Tier 2	Implement	08/01/2015	06/30/2019	$0	Administrator, staff, students and support staff
Social Studies Workshop	Teachers will implement a workshop approach to teaching social studies ensuring whole group, small group, and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/30/2016	06/30/2019	$0	Administrator and staff
OCRA Consultants	Master gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them align science curriculum to our Eastover Student Garden	Professional Learning, Community Engagement	Tier 1	Implement	09/30/2015	06/01/2018	$0	Administrator, initiative coordinator and teachers

Classroom Walk-throughs	Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation.	Teacher Collaboration, Evaluation, Monitor, Professional Learning, Parent Involvement, Walkthrough	Tier 1	Implement	09/08/2015	06/10/2022	$0	Administrator and all instructional staff
Math Pentathlon	Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Academic Support Program, Parent Involvement, Community Engagement	Tier 2	Implement	06/30/2016	06/30/2019	$0	Administrator, teachers, support staff, and PTO families and parents
Family Sign Language Classes	Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families, and the community to learn more about our school and culture. They can also learn sign language.	Implementation, Professional Learning, Academic Support Program, Parent Involvement, Community Engagement	Tier 1	Implement	09/01/2015	06/30/2019	$0	Administrator, DHH supervisor, and staff