



School Improvement Plan

Kirk Elementary School

Millington Community Schools

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Introduction

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

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?

Kirk Elementary is located in the heart of the village of Millington, a serene rural community in Tuscola County. Kirk Elementary now serves students from preschool through 5th grade, including a daycare program and Early Childhood Special Education program. Student enrollment at Kirk is approximately 520 students. Kirk Elementary draws many students from surrounding areas through school of choice.

Kirk is very proud to provide a high quality curriculum following state content standards. In addition, we offer interventions to support the needs of our learners delivered by highly qualified educators. Teachers at Kirk Elementary are adept at using information gleaned from multiple data sources to identify the strengths and needs of their students to drive their instruction. For several years Kirk has been involved in the Michigan Behavior and Learning Support Initiative. As part of this initiative, we have implemented a successful Positive Behavior Intervention Support Program to reward and encourage positive behavior.

The student body of Kirk Elementary school is made up of a few different ethnicities. The largest ethnic group of the roughly 520 students at Kirk Elementary is white which is currently at approximately 96.0%. This is followed by African American (2.0%), Hispanic (1.0%), American Indian (0.5%) .and Asian/Pacific Islander (0.5%).

Kirk Elementary School received a ranking of lime as per mischooldata.org. This ranking means that we have received more than 70 percent of the possible points toward Adequate Yearly Progress. While Kirk is pleased to have reached this important goal, we are continuously working to improve. Kirk Elementary has the support of parents, staff and the community. Kirk has once again met requirements to achieve Annual Yearly Progress for the 2013-2014 school year.

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.

Kirk Elementary's mission statement reads: Millington Community Schools is committed to providing the highest quality, progressive education in a safe and positive environment preparing all individuals for a successful and productive future.

Education in Millington Community Schools is a partnership between parents, students, school, and community. Therefore, we believe:

- All people have the right to be treated with respect
- In total commitment to excellence in all aspects of education
- Demonstrating good character is an integral part of education
- Safety, health, and well-being are essential for all to be able to work and learn
- Skill development and self-esteem are essential for achievement
- All people can learn as learning is a lifelong process
- These core values will guide us daily

Kirk staff members support the mission and belief statements through aligning curriculum with the Common Core State Standards and promoting positive behavior supports. The building leadership team develops school-wide goals to provide focus to ensure students are receiving the highest quality, progressive education available. In addition, grade level teams work collaboratively to set goals that will promote student success and genuine caring relationships. Further, classroom teachers set goals for their students creating high expectations and academic rigor for all students to develop student ownership and pride in their work.

All decisions regarding curriculum, staffing, and the budget are based upon these beliefs.

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.

Kirk Elementary continues to maintain high levels of success in the area of writing. We have created a building-wide graduated rubric to assess student progress, score responses, and communicate results. Kirk staff would like reading and math data to indicate the same level of success and continue to make concerted efforts through professional development, programming and research-based instructional practices.

By using a new program (Focused Instructional Model) which employs a strong, structured program to extend the review of the mathematics curriculum throughout the year, we have been able to implement a new way to continuously have students practice the key math concepts of the Common Core State Standards. The teachers at Kirk have been attending continuous professional development to make implementation run smoothly and have already seen an 15 percent increase in math scores.

By prioritizing the amount of time and intensity allocated to the 5 big ideas of reading during our uninterrupted reading blocks coupled with meticulous efforts to increase explicit instruction, we have benefited from an increase of 10 percent in our reading data.

Additional Information

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

Kirk Elementary employs exceptionally dedicated and compassionate staff members who are determined to set high goals in the area of student achievement. The school is structured around collaborative teams who meet multiple times per week for common planning and data analysis. Kirk Elementary also has several committees dedicated to create a well-rounded environment for students, staff and the community. The school is very proud of the implementation of learning groups that support student's abilities through enrichment and intervention instruction. In addition, we have incorporated extended year Title One reading and math interventions for the benefit of our Tier 3 students. Supplemental services have also been increased to targeted students through the addition of Title One services during the school day.

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.

Initially, an invitation was sent to the entire staff at Kirk Elementary to be a part of the School Improvement Process / Building Leadership Team. Stakeholders were then selected from those volunteers to provide a team leader from each grade level, including special education and co-curricular classes as well as Title One representation. The Kirk Elementary Parent Teacher Organization serves in the role of community representatives. Specific roles were presented to the team and individuals volunteered to take on various aspects within the team. All meetings were scheduled for the year so each participant had adequate time for planning. If a team member could not attend a meeting, they met with another team member to discuss the meeting. In addition, meeting minutes were sent electronically to all team members and staff at Kirk Elementary to keep everyone informed. This process is revisited every year to ensure adequate representation for all groups within our school and local community.

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

Due to the diversity and needs of a school community, it was essential to have representation from a variety of interested individuals. Team members serving on the School Improvement Team/Building Leadership Team consisted of teachers from each grade level, an administrator, a school social worker, and a school psychologist in addition to Title One and co-curricular representation. The Parent Teacher Organization was also consulted monthly. Responsibilities of members varied from taking on the roles of recorder, facilitator, time-keeper, and reporter based upon the individual's expertise.

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

School Improvement progress will be shared with stakeholders through many methods each month such as: board meetings, PTO meetings, Building Leadership Team meetings, administrative meetings, staff meetings, and emails to the entire staff.

The final improvement plan will be shared with stakeholders electronically through direct email to all staff members as well as being posted on the school web site for community reference.

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?

The budget and needs of students continue to be challenges due to a decrease in student enrollment. Making sure the educational needs of students are being met with a reduced budget takes creativity and teamwork. Enrollment in the spring of 2014 was 534 students. At the same time in 2016 the enrollment decreased to 499 students. This decrease in enrollment creates a decrease in per pupil revenue which in turn creates a loss of staff. It is becoming difficult to meet the needs of all learners with a smaller staff of educators and paraprofessionals.

Student Demographic Data

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

In 2015, 24.8 percent of Kirk students were considered chronically absent. This is a slight improvement from the previous year that showed 29.5 percent chronically absent. Student attendance has a direct impact on achievement. The trend toward improving attendance rates is being accomplished through proactive steps such as phone calls, letters, and truancy officer contact. We have also implemented a new weekly attendance award for each grade level.

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?

We are beginning to notice a decreased number of office discipline referrals from 5.07 average referrals per day in the 2014-2015 school year to an average of 2.58 referrals per day in the 2015-2016 school year. We are unable to compare the data from the 2013-2014 as the configuration of the building has changed. One challenge that we continue to observe is the frequency of referrals for a few students that have chronic behavior issues.

Student Demographic Data

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

We will continue to offer free breakfast, the backpack program, and offer the Second Step program to students identified with additional needs. In addition, we will be offering Title 1 educational supplementation during the summer months for students who qualify based on educational need.

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?

We have experienced the benefit of retaining all of our teaching staff. This, coupled with consistent administration has allowed for increased opportunities for teamwork and mentoring that will positively impact 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?

Student achievement should be impacted by the total number of experienced teachers in our building. The newer teachers are eager to learn the curriculum and perfect their teaching strategies through observation and team work with seasoned teachers. Teacher leaders have been able to coordinate the reading program improvements at all grade levels as well as implement explicit instruction strategies to ensure student engagement.

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?

Student achievement is impacted by consistency in expectations and delivery of academic content. It is difficult to balance the need for professional learning for school leaders such as administrators and teaching staff with the educational needs of students. We have minimized the impact on student learning by decreasing the number of school leader absences during the school year.

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?

When teachers are out of their classroom it can impact student achievement in a negative way. A balance needs to happen in which teachers are receiving the professional development they need to be successful in their role while taking into account the academic needs of students.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

There are no known challenges identified in the demographics. We have the ability to be flexible in our hiring and placement decisions based on student need.

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 School Systems Review indicates our strengths to be in the areas of:

- Learning Environment as evidenced by our high academic expectations of all students coupled with strong positive behavioral interventions and supports in place.
- Reflection as evidenced by the practice of data review to inform instructional decisions and contemplation of teaching practices.
- Assessment as evidenced by our vast and varying assessment measures used to realign and inform curriculum.
- Resource Allocation as evidenced by our creative use of minimal staff and resources.

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?

The School Systems Review has helped us to identify a challenge to consider:

- Student involvement in the Assessment Process

12. How might these challenges impact student achievement?

Student achievement is impacted by a lack of descriptive feedback based on performance. We also need to improve the process of teaching students to self assess. We need to teach students how to track their own data in order for them to be able to monitor, evaluate and self-reflect on their need for improvement.

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.

Professional learning systems can be improved by implementing mini data review sessions for individual grade levels. Staff members will be encouraged to share accomplishments and areas for improvement. We have begun to take steps toward independence of students as related to tracking data through the implementation of the Focused Instructional Model.

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?

All students are eligible for intervention programs based on need and not disability. Special education teachers are involved in the
SY 2016-2017

scheduling of intervention programs and services offered to all students.

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

Students are given access to Compass Learning, an online learning tool, to use throughout the school year and over the summer months. Additionally, parents are provided with the opportunity to enroll their child in a summer program called GRASP. Title 1 services are being offered during the summer months to students in grades kindergarten through fifth based on eligibility. The National Honor Society offers free tutoring services to all students before and after school. Teachers also work with parents to provide home activities to help students improve academic achievement.

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

Title 1 programs are offered to students who test within the bottom ten percent of students in each grade level based on current testing. Parents are notified by letter and encouraged to attend a parent information meeting. Flyers are given to families regarding NHS tutoring opportunities. Compass Learning passwords are presented to families at parent-teacher conferences as well as information about the GRASP program.

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?

Curriculum maps have been developed and aligned to the Common Core State Standards to indicate teacher knowledge of as well as activities and assessments designed to teach and assess these standards. Weekly lesson plans are submitted to the building principal and available to parents through online access to Planbook. This provides parents access to daily and weekly lessons including which standards are being covered.

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.

We have implementation plans for next year.

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

More than ninety percent of second, third and fifth grade students remained at benchmark according to Dibels data. Fourth grade had the least amount of students in Tier 2.

19b. Reading- Challenges

Dibels data indicates that only fifty-six percent of our student population scored within the benchmark range.

19c. Reading- Trends

Historically, our data drops from winter to spring.

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.

Plans have been created to assist all staff in continuing to improve the implementation of the core reading program. Power points have been provided and explicit instruction strategies have been taught during staff meetings. By improving our core instruction, a positive impact will occur within all tiers.

20a. Writing- Strengths

A cross grade level teacher-created rubric has been implemented for the assessment of writing expectations.

20b. Writing- Challenges

We have created our own assessment measure to assess writing. After reflection on the implementation, we realize that we need to clarify the administration of the assessment.

20c. Writing- Trends

Trends cannot be determined due to lack of data.

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.

We are looking into an online writing tool to assist in the writing assessment process. We will consider Professional Development for the instruction of writing as well as examining writing assessments to determine appropriateness for the elementary.

21a. Math- Strengths

We have experienced a school-wide fifteen percent increase in benchmark scores according to Dibels Next data. We have implemented the use of the My Math curriculum and coordinating online activities.

21b. Math- Challenges

We currently have forty-five percent of our students below benchmark according to Dibels Next data.

21c. Math- Trends

We have observed a slight decline in math scores according to Dibels Next data..

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.

We continue incorporated the use of materials from the Institute for Excellence in Education to bolster math scores building wide. We have also adopted a new math series and hope that with continued use and increased familiarity with the materials that we will be able to make a significant increase in students math understanding.

22a. Science- Strengths

Fifth grade teachers are incorporating hands-on activities for students to increase interest and academic gain. Fourth grade is incorporating the Science Alive curriculum. We are also looking into obtaining STEM kits and a grant from SVSU to increase Science educational opportunities for Kirk.

22b. Science- Challenges

We do not have an assessment to collect data for all grade levels in our building.

22c. Science- Trends

We do not have data to support a trend at this time.

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.

NA

23a. Social Studies- Strengths

We are incorporating an increased use of hands-on activities through the Social Studies Alive curriculum in the fifth grade classrooms.

23b. Social Studies- Challenges

We do not currently have a way to collect data for Social Studies in the elementary.

23c. Social Studies- Trends

We do not have data to identify trends at this time.

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.

NA

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 enjoy PBIS (Positive Behavior Intervention Support) activities such as end of marking period Appreciation Celebrations and lunch with the principal.

24b. Student Perception Data

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

Students often comment that they do not always experience a high level of interest in learning the set curriculum. They would also like more time for recess or an extra recess in the afternoons.

24c. Student Perception Data

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

Teachers will increase consistency in the use of engaging teaching strategies to involve students in the learning process. Teachers will also try to incorporate an afternoon recess.

25a. Parent/Guardian Perception Data

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

Parents and guardians feel welcomed and well informed in our building.

25b. Parent/Guardian Perception Data

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

Parents and guardians feel that we could improve our bullying policies and/or procedures.

25c. Parent/Guardian Perception Data

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

We are considering the distribution of a pamphlet concerning the district bullying policies and procedures during our fall Open House to better inform families.

26a. Teacher/Staff Perception Data

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

Teachers and staff members enjoy the collegial atmosphere of Kirk Elementary.

26b. Teacher/Staff Perception Data

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

Teachers and other staff are frustrated with the amount of discipline issues that they must deal with on a regular basis.

26c. Teacher/Staff Perception Data

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

We need to expand our PBIS (Positive Behavior Intervention Support) program and actively engaged students in learning. We also need to be more proactive with discipline and involve more teacher decision making in this process.

27a. Stakeholder/Community Perception Data

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

Parent/Guardian overall highest level of satisfaction is the amount of communication that takes place between all stakeholders. They feel there is an open door policy and feel comfortable approaching all educators and Kirk.

27b. Stakeholder/Community Perception Data

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

Parents/guardians feel that we could improve the most on our bullying policies and/or procedures.

27c. Stakeholder/Community Perception Data

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

Kirk Elementary plans to encourage parent/guardian participation in the decision making for bullying. We will continue to invite parents to join our PBIS committee by sending out flyers at the beginning of the year and at our annual open house.

Summary

28a. Summary

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

The challenges Kirk Elementary face are issues with transient families, socio economic status which hinders student attendance and the desire to achieve academic success. Kirk Elementary is below benchmark in math according to all data collected with female students being the biggest concern.

According to MEAP data, third and fifth grade students are above the state average in reading. Eighty nine percent of our top 30% of students remain at benchmark. Kirk's bottom 30% are making academic gains through such means as intervention supports. These intervention classes are designed to close the gap.

28b. Summary

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

Attendance has a direct impact on student achievement and academic success. With the attendance issues at Kirk, it is difficult to have students obtain benchmark when they are not present.

Math builds upon previous content being taught which ties directly to the attendance concern and is a key factor in obtaining the foundational skills necessary to reach benchmark.

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?

Kirk Elementary is holding an informational parent dinner in September to address such issues as attendance, academic achievement, academic expectations, and behavior. Kirk will also follow through with parent teacher conferences being small individual data review sessions with suggestions for parents to assist their child with their academic needs.

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	Literacy: NWEA, DIBELS 3 times per year M-STEP: Kdg. - 5th grades Math: NWEA 2 times per year DIBELS grades K-5 three times per year M-STEP: Kdg.- 5th grades	

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	http://www.mcscdistrict.com	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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	All School Board Policies and Bylaws can be found on the school website at www.mcscdistrict.com	

School Improvement Plan

Kirk 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	Mrs. Karen Moore, Principal 8664 Dean Drive Millington, MI 48746 (989) 871-5205 Karen.moore@mcsdistrict.com	

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	Plan is located at www.mcsdistrict.com	Kirk School Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School-Parent Compact 2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Please see the attached Health and Safety Diagnostic.	Health and Safety Diagnostic

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 began by the Kirk Building Leadership Team asking the question, "Where are we now?" In order to answer this question, the Kirk team needed to collect data. Data collection came from teacher surveys that were submitted by teachers at Kirk. Teachers also took a Self Assessment Survey in September. These surveys focused on school climate and effective behavior support systems at Kirk Elementary School. The survey examines the status and need for improvement of four behavior support systems: School-wide discipline systems, non-classroom management systems, classroom management systems and systems for individual students engaging in chronic problem behaviors.

In addition to these surveys, we began collecting data in September using DIBELS and NWEA assessments. NWEA and DIBELS schedules were developed to ensure the testing of all students. The Kirk assessment team that consisted of five teachers, one school psychologist, one reading specialist, and the Principal, administered the Reading and Math assessments. Once data was received from DIBELS and NWEA, the team reviewed the assessment results. Local common assessments in both science and social studies were analyzed to determine intervention needs in both areas. According to DIBELS, oral reading fluency decreased from first grade to third grade. It was determined that Kirk Elementary needs additional data on small group strategic reading along with progress monitoring of students in K-5 throughout the year to be administered bi-weekly with the intervention students.

Through our PLC's and our grade level meetings, the Kirk staff interprets and analyzes these sources of data to monitor programs and student growth. The student achievement data is reviewed by content area, grade level and achievement information. Kirk's Building Leadership Team/School Improvement Team collects and analyzes the data and develops goals with strategies to help improve student achievement. Any students' not meeting proficiency standards or benchmark standards were identified through the building leadership team as well as individual grade level teams.

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?

Kirk Elementary used multiple diagnostic screening measures that provided Kirk with data that predicts information about a student's development in reading and math. DIBELS assessments and NWEA were administered to each student in areas of reading and math. Local common assessments in both science and social studies were used to determine intervention needs. Pre and Post tests were administered in 5th grade in areas of science and social studies. The purpose of these screenings is to identify students who are at risk and need extra support through intervention services. This data tracks and measures progress at the student, class, school and district level; it measures benchmark scores and local and national norms.

Once data was collected, it was analyzed by the building leadership team and by grade level teams to identify students who were not meeting academic expectations in the four core academic areas. The screening data was then dichotomized into a yes or no for being at risk. Teacher input was then sought out as to make sure the student was simply not just a poor test taker. The Kirk Elementary team used a cut point to determine who needed interventions, approximately 10% of students with the most need receive the Title I services. The Kirk building leadership team used a 3-tiered model to determine students who are most at risk. After examining the students in tier three,

teachers gave input developed from classroom assessments, and teacher observations. Once the tier III students were identified and teacher's input was provided, the staff identified students who were targeted for small group and individualized instruction provided by the teacher or title I paraprofessional. For those needing additional service, an intervention plan was developed and put into place. These students receive services from a Title I teacher along with paraprofessionals and are then progress monitored on a bi-weekly basis.

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.

Kirk Elementary uses objective criteria to identify students who are most at-risk by using multiple data measures such as NWEA, DIBELS, and writing rubrics; this data was analyzed by staff members during data review meetings, staff meetings, and grade level meetings to continually identify students who were failing or who were at risk of failing. Assessments used: DIBELS - First sound Fluency, Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency with retell, and DAZE; DIBELS math, NWEA - Reading and math assessments; local common assessments - social studies and science. Teacher observations and classroom assessments determine intervention classes for social studies and science. Compass Learning to be used for these intervention classes.

The Kirk building leadership team looks at three levels of instructional support:

- At or above Benchmark: Likely to Need Core Support - the student scores are at or above benchmark for their grade and time of year. Students who perform at this level need effective core instruction in a tier I classroom.
- Below Benchmark: Likely to Need Strategic Support - the student's scores are below benchmark for their grade and time of year. Students are likely to need additional support. After teacher interviews, some of these students will end up in intervention classes.
- Well Below Benchmark: Likely to Need Intensive Support - the student's scores are well below benchmark for their grade and time of year. These are the students that will be in an intervention class provided they are not special education students. After teacher interviews, some students may not require an intervention outside of their classroom.

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.

Kirk Elementary School does not have a preschool program.

First and second grades have universal screenings three times per year along with NWEA assessments. Teacher referrals and parental input are also used as criteria.

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.

Students in the entire school are assessed three times per year (September, January, May) using DIBELS, NWEA and local common assessments to determine student's current performance and to identify those students who without further intervention will be more likely to develop problems in one or more of the four core - Mathematics, Language Arts, Science or Social Studies. Kirk Elementary collects a variety of data about each student to gain a much deeper understanding of the students' exact learning needs. The data collected is then interpreted by the building leadership team along with individual grade level teams. The data is analyzed and the bottom 10% of students in each grade level is identified for specific interventions based upon the data. Intervention classes that are used at Kirk Elementary for Title I students are as follows:

Road to the Code - primarily for Kindergarten and 1st grade

Kirk Elementary uses Road to the Code for helping kindergartners and first graders who are having difficulty on their early literacy skills. Road to the Code is research based and teaches phonemic awareness and letter sound correspondence. "Road to the Code, published in 2000, is built upon research spanning more than ten years and many of the activities adapted for this program are based on previously validated research." Florida Center for Reading Research. <http://www.fcrr.org>

Compass Learning - Kindergarten through 5th grade For all four core subjects

Kirk Elementary uses Compass Learning for its rigorous content and curriculum and thousands of activities it provides that align to Common Core, and offer vast opportunities for exploration, discovery, critical thinking, analysis, and deep reasoning around the skills and objectives of the Common Core State Standards. Compass Learning is used for all four core subject areas (Mathematics, Reading, Social Studies and Science). "Compass Learning delivers scientifically-based and validated assessment and curriculum solutions that incorporate the latest research, current instructional pedagogy, and best practices. When developing new solutions and updating current products, Compass Learning calls on the expertise of nationally recognized experts in the respective national curriculum organizations. All products undergo a rigorous evaluation process prior to release to ensure they meet high quality standards as well as current achievement and accountability requirements. This extensive evaluation includes external and internal review by experts and field testing with teachers and students from around the country. After products are released, they undergo an external review process to determine their effectiveness in improving student achievement." www.Time4learning.com

Sidewalks - First, second, third grades

Kirk Elementary uses Sidewalks in first through third grades. It is an intensive reading intervention program that accelerates the reading development of struggling students. My Sidewalks accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction so you teach less, more thoroughly. "Scott Foresman My Sidewalks on Reading Street, aligns to the Florida Center for Reading Research Guidelines to Review Reading Intervention Programs. Correlation page references are to the Teacher's Guide unless otherwise noted. My Sidewalks on Reading Street is based on the foundational research of Scott Foresman Early Reading Intervention (Project Optimize). This research-based program validated components of intervention strategies for Kindergarten students with identified disabilities or those at risk."

Phonics for Reading - first, second, third

Kirk Elementary uses Phonics for Reading intervention in grades first through third and can extend to fourth and fifth grades. Phonics for SY 2016-2017

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Reading is a research-based program that focuses on the decoding, fluency, and comprehension skills usually mastered in grades K-3. It also utilizes explicit, teacher-directed instruction to introduce skills and strategies and provides distributed practice and cumulative review. "Phonics for Reading is a research-based program that reflects the findings of the major national documents on reading, including Becoming a Nation of Readers (Anderson et al., 1985), Preventing Reading Difficulties in Young Children (Snow et al., 1998), and the National Reading Panel Report (2000), which summarized research on numerous topics, including phonemic awareness, phonics, fluency, and comprehension. In addition to these reports, the design of Phonics for Reading was informed by the research on beginning reading (Honig, Diamond, and Gutlohn, 2008), the research on reading interventions for older, struggling readers (Archer, Gleason, and Vachon, 2003), the research on explicit instruction (Archer and Hughes, 2011), and the research on literacy and cultural diversity (Morrow, Rueda, and Lapp, 2009)." http://ceaac.net/documents/Prescreenproposals/1071305_Curriculum_Associates_5_Phonics_for_Reading.pdf

SIPPS - first, second, third

Kirk Elementary uses the intervention SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) primarily for grades first through third although it is used in fourth and fifth if the need exists. SIPPS is a program for new and struggling readers from kindergarten through 12th grade. SIPPS instructional materials offer a systemic approach to decoding that helps students gain reading fluency and comprehension. "The SIPPS program is based on the premise that beginning literacy is best taught through two distinct strands, one focusing on decoding and the other on comprehension. Although comprehension is relatively grade-level specific, students differ dramatically in their decoding skills. To address these differences, decoding instruction must be flexible and multi-leveled, both across and within grades.

Theoretical work and research findings form the scientific basis for the program. Research shows that the program has a significant impact on students.

The SIPPS program uses a unique process and content to help students develop reading fluency quickly and effectively."

<http://www.devstu.org/research-sipps>

Read Naturally - Kindergarten through 5th grade

Kirk Elementary uses Read Naturally in Kindergarten through 5th grades. Read Naturally has helped many students at Kirk become fluent readers and it has made solid gains in comprehension and vocabulary through fluency development. "The What Works Clearinghouse (WWC) identified five studies of Read Naturally® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. Four studies meet standards without reservations, and one study meets WWC evidence standards with reservations. Together, these studies included 484 beginning readers in grades 2-4 in more than 14 locations. The WWC considers the extent of evidence for Read Naturally® on the reading skills of beginning readers to be small for two outcome domains--alphabets and general reading achievement--and medium to large for two outcome domains--comprehension and reading fluency."

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=407>

Scott Foresman Intervention: Kindergarten through 5th grade

Kirk Elementary's math series which is research based from Scott Foresman, has supplemental materials for mathematical interventions that help struggling students.

Any student identified as a title I student receives daily interventions in one or more of the interventions listed above. Kirk has a Title I reading and a Title I math teacher who take the bottom 10 students per grade level every hour. This intervention time is supplemental to their general basic instruction in both reading and math. Science and Social Studies intervention are done on Compass learning throughout the day and is supplemental as well. Kirk also has developed in first through third grade a reading cafe block which is designated as learning groups. These learning groups also offer interventions in the above intervention classes for students who are not at benchmark. These additional services are provided by trained teaching staff. Students who are at benchmark have an enrichment class at this time provided by paraprofessional staff. Kindergarten students are offered additional intervention classes that focus on early literacy skills using Road to the

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Code. These services are provided by highly qualified teaching staff.

The upcoming year, Kirk will offer after school extended day programming or extended year programming for Kindergarten through fifth grades in all four core subject areas. At least two certified teachers and three paraprofessionals will be hired to provide these services for an hour each day after school.

There are many factors at Kirk Elementary that make it difficult for some students to make it through school, among them: poverty, broken homes, abuse, and family conflicts. Kirk School's social worker offers support in these areas. Kirk's Social Worker is best equipped to address the social and psychological issues that can block academic progress. Through counseling, crisis intervention and prevention, and group peer to peer activities, the social worker helps young students at Kirk overcome the difficulties in their lives or at least how to deal with these difficulties, and as a result, give them a better chance at succeeding in school. Kirk's social worker makes a major difference for the students who are most at risk for academic failure.

Component 3: Incorporated Into Existing School Program Planning

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

Kirk Elementary's primary goal is to ensure that every student can demonstrate proficiency and advanced levels of achievement in the classroom and on State academic assessments. The members of the school improvement team are involved in all aspects of this plan. Staff examines student achievement data (local common assessments, DIBELS and NWEA) that is collected from the general population three times per year. Student service is the priority and decisions are made based on student assessment data. Kirk's school improvement team along with grade level teams analyze this data and identifies the bottom 10% in each grade level. These students begin receiving intervention classes immediately. Students are enrolled in one or more of the intervention classes that are available: Road to the Code, Compass Learning, Sidewalks, Phonics for Reading, SIPPS, and Read Naturally.

The Kirk school improvement team meets monthly to discuss these intervention classes and to make adjustments where needed. Regular progress monitoring is administered bi-weekly using one or more of the following assessments: Compass Learning, DIBELS first sound fluency, DIBELS letter naming fluency, DIBELS phoneme segmentation, DIBELS nonsense word fluency, DIBELS oral reading fluency, DIBELS DAZE, and DIBELS math. Identified Title I students are progress monitored bi-weekly by paraprofessionals and by Title I teachers. The purpose of these assessments is to provide evidence of student achievement and growth. The data collected from progress monitoring is then charted and if a student reaches benchmark, they will need to reach benchmark at least two more times before they are able to exit the intervention class.

Additionally, the classroom teacher collects data including observational data and makes decisions regarding instruction based on the data. Teachers monitor student progress by using various assessment strategies. Kirk Teachers also meet the academic needs of all students especially at-risk students by planning for appropriate instruction that is rigorous and uses a variety of instructional strategies. Kirk teachers are dedicated in the planning process that involves not only the content but also includes the allocation of time spent and maintaining high expectations for themselves and their students. The teachers meet as a grade level team to discuss different student progress. Kirk teachers take into account student needs and also understand that for any student at risk of failing they can request a Student Assistance Team meeting. A parent form is sent home seeking parental input as well as a form by the teacher expressing what they see as the needs of the student, and what they are expecting from the meeting. The meeting consists of: parents, general education teachers, special education teachers, school social worker, school psychologist and the administrator. Once the Student Assistance Team meeting has been requested, a meeting is held to determine the needs of the student at risk of failing.

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?

Kirk teachers make the curriculum relevant to students that utilize the students' strengths. They also communicate high expectations and encourage student performance. Kirk teachers have clearly defined classroom routines that give students opportunities to make choices. Students also have many opportunities for practice and learning and teachers provide scaffolding for more complex tasks. Teachers call on everyone in the room, give time for the student to answer, ask questions that require more thought, and provide clues to the correct answer. Kirk teachers provide feedback and positive praise using specific examples of why they are providing the praise. A list of some research based strategies that are used at Kirk are: Whole-class instruction, small groups, tutoring, peer tutoring, explicit instructional strategies, and computer-assisted instruction. Prevention programs that apply intensive resources along with instructional methods including cooperative learning groups are in place. Intervention classes taught by the Title I teachers and paraprofessionals are held during learning group time for title I students that include:

Road to the Code - primarily for Kindergarten and 1st grade

Kirk Elementary uses Road to the Code for helping kindergartners and first graders who are having difficulty on their early literacy skills.

Road to the Code is research based and teaches phonemic awareness and letter sound correspondence

Compass Learning - Kindergarten through 5th grade For all four core subjects

Kirk Elementary uses Compass Learning for its rigorous content and curriculum and thousands of activities it provides that align to Common Core, and offer vast opportunities for exploration, discovery, critical thinking, analysis, and deep reasoning around the skills and objectives of the Common Core State Standards. Compass Learning is used for all four core subject areas (Mathematics, Reading, Social Studies and Science).

Sidewalks - First, second, third grades

Kirk Elementary uses Sidewalks in first through third grades. It is an intensive reading intervention program that accelerates the reading development of struggling students. My Sidewalks accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction so you teach less, more thoroughly.

Phonics for Reading - first, second, third

Kirk Elementary uses Phonics for Reading intervention in grades first through third and can extend to fourth and fifth grades. Phonics for Reading is a research-based program that focuses on the decoding, fluency, and comprehension skills usually mastered in grades K-3. It also utilizes explicit, teacher-directed instruction to introduce skills and strategies and provides distributed practice and cumulative review.

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Kirk Elementary uses the intervention SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) primarily for grades first through third although it is used in fourth and fifth if the need exists. SIPPS is a program for new and struggling readers from kindergarten through 12th grade. SIPPS instructional materials offer a systemic approach to decoding that helps students gain reading fluency and comprehension. "The SIPPS program is based on the premise that beginning literacy is best taught through two distinct strands, one focusing on decoding and the other on comprehension. Although comprehension is relatively grade-level specific, students differ dramatically in their decoding skills. To address these differences, decoding instruction must be flexible and multi-leveled, both across and

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within grades.

Read Naturally - Kindergarten through 5th grade

Kirk Elementary uses Read Naturally in Kindergarten through 5th grades. Read Naturally has helped many students at Kirk become fluent readers and it has made solid gains in comprehension and vocabulary through fluency development.

Scott Foresman Intervention: Kindergarten through 5th grade

Kirk Elementary's math series which is research based from Scott Foresman, has supplemental materials for mathematical interventions that help struggling students.

Kirk Elementary also offers these intervention classes in an extended day opportunity after school with a certified teacher and paraprofessional as well as a summer school program for targeted students that use technologically based programs such as Compass Learning, REWARDS, and Read Naturally.

Kirk Elementary will continue to implement rigor into the curriculum by developing thinking and problem-solving skills through active learning. Best practices are applicable to all grade levels and engage students to learn. A few strategies include active participation, quick assessments, peer learning and positive feedback. Teachers continue to teach a balanced curriculum, differentiated instruction to meet individual student needs, and provide active learning opportunities for students to internalize learning. Kirk Elementary also continues to align curriculum maps and materials to the Common Core State Standards and involve parents.

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

Teachers continue to study what the research indicates as the most effective instructional methods while instructing students; this will continue to be an area of focus for eligible students. In addition, research reveals that giving students extra time in small group, intensive settings increases their academic achievement. These intervention times will continue to be scheduled and implemented for eligible students. Kirk Elementary uses the research-based strategies listed below:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and advanced organizers
- Explicit Instruction
- Direct Instruction
- Guided Practice

CHAMPs: A proactive and positive approach to classroom management for grades K-9. Eugene, OR: Pacific Northwest Publishing.

Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, Va.: Association for Supervision and Curriculum Development.

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

Kirk Elementary offers a learning time for students of varying abilities. All kindergarten through 3rd grade students participate in learning groups everyday for 40 minutes of the day. This time is set aside to develop appropriate lessons for students at their level and for teachers to provide optimal differentiation for each student. This is easier to achieve when there are students with similar needs in one class. Therefore, at Kirk, we have dedicated 40 minutes to instruct in a manner to best meet the needs of individual students. Each grade level meets as a team to develop these learning groups based on data collection. There are at least four groups in each grade that work in an intervention class to assist students to become academically sound and achieve grade level status. Other groups are designed to do extended reading at a higher level. Each grade level classroom teacher along with one Co-curricular teacher takes an intervention class such as Read Naturally, Phonics for Reading, Compass Learning, and so on. Paraprofessionals work with the students who are at or above grade level. We also have two Title I teachers who work with targeted students in math, reading, social studies and science during Kindergarten through 5th grade learning times.

Kirk Elementary also offers intervention classes in an extended day opportunity after school with a certified teacher and paraprofessional as well as a summer school program for targeted students that use technologically based programs such as Compass Learning, REWARDS, and Read Naturally.

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

The Kirk Master Schedule has separate learning group time built into its schedule. All students are placed into a group to receive additional instruction from intervention to enrichment activities. These intervention classes are not during core instruction in any of the four subject areas. Kirk also offers extended learning time after school hours for students who have been identified as failing or at risk of failing.

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?

Kirk general education teachers, title I teachers, and title I paraprofessionals are responsible for the identification and instruction of intervention groups as well as creating student learning plans that focus on specific goals for students who have been targeted as failing or at risk of failing. Data is collected on the general population three times per year using DIBELS, NWEA, and Common Local Assessments. General Education teachers along with title I teachers and paraprofessionals meet every 6 weeks to adjust and discuss entering and exiting the program. Kirk title I teachers meet with paraprofessionals bi-weekly to discuss intervention courses, eligibility criteria, intervention design, and progress monitoring. Title I teachers meet with general education teachers to analyze data, discuss classroom assessments, teacher observations, progress monitoring results, and adjust student intervention plans. Title I teachers also give input during Student Assistance Team meetings to provide guidance for plan development. Through rich discussions, data collection, progress monitoring, and data analyzing, students are fluent within the intervention classes.

Title I teachers and paraprofessionals develop individual student graphs and plot data bi-weekly. General education teachers closely monitor these graphs and look for steady improvement. After meeting their goal three times consecutively, discussion about exiting the program takes place between all stakeholders. If students are not making gains, discussions on changes to the intervention takes place and adjustments are made. Conversations that include dialog about student assessment data, eligibility criteria, intervention design, student progress, and support structures take place weekly as grade level teachers have common planning time.

Millington Community Schools offers classes of Great Start Readiness Program (GSRP) Preschool. GSRP communicates with our building principal as we move toward transitioning these students into our building's prekindergarten and kindergarten classes. Student achievement data is shared as well as family history that may be important as we consider Title 1A eligibility. Since GSRP admission is based on the State's list of at-risk criteria, this information can also be used to determine need for support.

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.

The district's preschool teachers participate in meetings to keep current on expectations and happenings within the kindergarten classroom academic and behavior expectations. Regular communication through emails, newsletters and meetings allow for an easier transition. Administration meets with transitioning parents to discuss any concerns they may have. It is the belief of the Kirk staff that in order to really help the family with the transition from preschool to kindergarten is to empower the parents to act as advocates for their children. Parent meetings, newsletters, and involving parents in such activities as the Kirk open house will help to prepare their child for kindergarten. Letters from the PTO explaining the PTO organization and how to become involved are sent home in the spring. Sharing information with new parents and parents of preschool students will help to establish a well-connected parent group.

Kirk Staff understands how important it is to address the inequities in early life experiences so that all children have access to a fair and appropriate education. It is important to recognize and support individual differences among students and to establish reasonable and appropriate expectations for individuals. It is also understood that because of inequities, Kirk must pay close attention to factors that include

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how families support readiness for school. Kirk Elementary is in the process of expanding their vision of different service goals. Kirk believes that collaboration between parents, schools and various agencies will ensure responsibility, trust, and promote an atmosphere of collegiality. The administration at Kirk understands that a shared decision making between schools, parents, and community agencies is essential to establish good relations.

Kirk administration works with preschool, head start, and GRSP reviewing kindergarten expectations. The Kirk administrator serves as an advocate for an expansion of the role of the school and encourages Kindergarten teachers to expand their work to include preschool students. Meetings are held between Kirk Principal and preschool administrators at the end of each school marking period to discuss kindergarten expectations and the progress that preschool students are making. A letter is also sent home to parents explaining the following kindergarten expectations: By the time students reach kindergarten, they should be able to listen to a story in a group, follow two or three oral directions, take turns and share, follow rules, respect the property of others, and work within time and space constraints. Parents are encouraged through this letter to contact the Kirk principal if they have any questions or would like to meet to discuss the transition from preschool to Kindergarten.

Preschool parents are also invited to attend a family lunch day for students, parents, and community members held in the fall. Students enjoy having lunch with their family members and showing them around the school. It's an opportunity for teachers, students, family members, and the community to discuss happenings at school and to enjoy a relaxing conversation.

Preschool students participate in the meet and greet the of kindergarten teachers with the rest of the student population during Kindergarten round-up. GSRP and Head Start communicate with the building principal as preschool students move toward transitioning these students into the Kirk building's prekindergarten and kindergarten classes. Aside from meeting at the end of each marking period, a final end of the year meeting is held with Kirk administrator, preschool teacher, Head Start, GSRP and kindergarten teachers to discuss student achievement data and family history that may be important as we consider such things as Title 1A eligibility. Since GSRP admission is based on the State's list of at-risk criteria, this information can also be used to determine need for support. Parents are also given information about the requirements of kindergarten as well as information regarding the young 5's program. Parents are continuously reminded that Kirk has an open door policy and they may meet, call or email the Kirk administrator whenever a question may arise.

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	All paraprofessionals meet the NCLB requirements for highly qualified.	

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	All teachers meet the NCLB requirements for highly qualified.	

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?

Ongoing professional development occurs through regularly scheduled staff and grade level meetings in which professional learning communities have evolved to assist in the instructional abilities of staff. All decisions at Kirk are based upon the needs of the students.

It was determined through data collection that one of the biggest needs at Kirk Elementary was in the core area of Mathematics. Kirk Elementary is participating in professional development through the Institute for Excellence in Education (IEE) to increase student achievement in the area of mathematics. IEE believes that, "Transforming education cannot be achieved with a one-size-fits-all approach." IEE has worked with Kirk to customize the program that fits the unique needs of our students. IEE meets with teachers regularly to provide coaching and guidance to implement the program. The Institute for Excellence in Education is primarily concerned with educator effectiveness and developing a collaborative culture. IEE's coaches are partnering with Kirk teachers to develop effective instructional strategies that will be used within the classroom. The coaches from IEE have been successful in keeping teachers as well as students engaged and motivated. The IEE coach is contracted to meet with Kirk teachers 24 times within one year to implement sustained changes that are carried out with fidelity. These coaches meet with teachers on a regular basis and provide modeling of the new methods and offer suggestions for improvement. These coaches specialize in collecting data and adjusting instruction to ensure student growth.

At Kirk Elementary, we believe that professional development should occur over time and is best done through coaches and mentors. Therefore, Kirk Elementary has developed several learning committees to achieve and sustain the highest levels of student achievement, collaboration, and parent involvement. We believe these committees will develop a community that will help teachers serve as coaches for each other. Kirk has a building leadership team that serves as our school improvement team that oversees all other committees. The building leadership team develops best teaching strategies through such things as book studies and online webinars. These strategies are then discussed and implemented during staff meetings and grade level meetings. To ensure these strategies are implemented, the administrator collects lesson plans weekly and does classroom walk throughs/observations.

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?

Paraprofessionals take part in school/district professional development that pertains to the areas they service such as progress monitoring training which is held in-house. Paraprofessionals also attend a monthly meeting with the administrator to have ongoing discussions pertaining to intervention services.

Grade level meetings are held monthly to discuss student achievement and Title I teachers are in attendance for these meetings when available.

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parent meetings. Parents are also invited to be an active member on our Positive Behavioral Intervention and Supports committee along with our building leadership team. Additionally, parents receive a bi-weekly newsletter with tips on how to help their student academically.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	See Attached Professional Development Calendar and Plan	Calendar of Events

Component 8: Strategies to Increase Parental Involvement

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

Kirk Elementary will ensure the involvement of parents in planning and reviewing the School-Wide Title I program by:

- Discuss the School Parent Involvement Policy at Kindergarten round up
- Posting the Parent Involvement Policy for parents to review during Parent Teacher Conferences as well as posted in each classroom
- School parent compact posted in each classroom
- Placing a suggestion box located in the corridor near the office for parents to make suggestions all year
- Reviewing and distributing School Parent Compacts during parent teacher conferences for all parents
- Expanding all communication with parents including but not limited to school newsletters, classroom newsletters, district publications and the Millington Community Schools Website

Parents are invited to an annual Title I meeting during the first marking period. This meeting offers information on the definition of title I services, adequate yearly progress, services provided through Title I, and parent involvement. During this meeting, parents will understand what adequate yearly progress means and how they can become more actively involved in their child's education. Parents will also understand what services and intervention classes will be offered. Further, they will understand where their child is academically and how the school is providing services to promote academic success. Parents will also be aware of how they can become more actively involved in their child's progress, how they can have a voice for their child, be a part of the decision making process, and evaluate programs and services offered at Kirk Elementary. When this meeting is complete, parents are asked to complete a survey. The survey includes what services the parent would like to continue at Kirk, what they would like to see happen that Kirk is not doing, and any items they would like Kirk not to continue.

Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. Student assistance team meetings can be held as much as once per month. These meetings are conducted providing provisions for flexible scheduling as well as any assistance parents may need to better ensure their attendance. Many opportunities are present for parental input and decision making about the program and services that are offered at Kirk Elementary. Parental contact is made through written and oral communication in deciding when these meetings will be held. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Parents are encouraged to value attendance and to please contact their child's teacher or the Kirk principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be.

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newsletters. Parents are provided with log on access to teacher's grade books and receive regular progress reports along with quarterly report cards. Information is provided through the Kirk website including tutorial videos on how to help their student achieve academically using Compass Learning. Kirk School participates in the PE-Nut program (PE-Nut is a nutrition and physical education program that uses a whole-school approach to motivate students, parents, and educators to be physically active and eat healthier) and had information and a booth set up at parent teacher conferences.

Kirk Elementary encourages parents to regularly volunteer in the building within the classroom. Kirk holds an annual open house before school begins and works with the parent teacher organization to support such activities as: Daddy daughter dance, mom son bowling night, and family movie night. Kirk collects feedback through parent surveys that are located on the Kirk webpage.

At the end of the year, parents are invited to a final meeting to help revise the school parent compact. This meeting is offered at three different times; once before school, once during school hours, and once in the evening. Changes made to the school parent compact are based on consensus. Parent involvement policy is explained, discussed, and modified at this meeting.

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

Kirk Elementary School has an open door policy for parents and the community with both administration and the staff. Parents are encouraged to participate in the following activities:

- Parent Teacher Conferences
- Parent Teacher Organization
- Positive Behavioral Interventions and Supports Committee and Planning
- Room Volunteer Parents
- Room Observations by parents
- Chaperones for field Trips
- Open House
- Grandparents Day
- Kirk Parent Informational Dinner in the Fall
- Popcorn Fridays
- Halloween parade
- End of marking period celebrations
- End of the year celebration
- Assessment assistance

In order to build greater capacity for our parents, the school has offered Title I parent meetings to allow parents to better understand what their students are expected to learn; as well as strategies to support learning at home. Parents are also involved in all follow-up Student Assistance Team meetings that happen once per month if applicable for that student. Parents help to develop the monthly meetings and what times best meet their needs. Kirk offers meetings before school, during school, and after school. Communication regarding these meetings is done in writing as well as oral communication through telephone contacts.

Parent teacher conferences are held at least once per year along with continuous parental contact through phone calls, emails, and weekly

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newsletters. Parents are encouraged to use Compass Learning at home at least 3 times per week for roughly 15-20 minutes each time. Compass learning is explained in detail and covers all four-core subject areas. Information is provided through the Kirk website including tutorial videos on how to help their student achieve academically using Compass Learning. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

- Expectations and curriculum
- Compass Learning and all its components
- Assessments including data and what they mean
- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTO opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Parents are encouraged to value attendance and to contact their child's teacher or the Kirk principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

Parents are also provided with a complete description of the program that will be used to help their child in a focused area. The intervention classes are explained with full detail, including where their child is currently at and what progress we are expecting. After a complete description and explanation of the intervention that will be used, progress monitoring is explained to the parents. The details with complete explanation of how their child will be assessed, what the assessment looks like, and what proficiency levels students are expected to reach.

Kirk School participates in the PE-Nut program (PE-Nut is a nutrition and physical education program that uses a whole-school approach to motivate students, parents, and educators to be physically active and eat healthier) and had information and a booth set up at parent teacher conferences.

Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. They are asked to be active participants in their child's plan and progress. At these meetings, parents have the opportunity to voice their opinion on the satisfactory of the intervention being planned. Student assistance team meetings can be held as much as once per month. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Kirk Elementary encourages parents to regularly volunteer in the building within the classroom. Flyers are also sent home at parent teacher conferences on how to become involved. Kirk holds an annual open house before school begins and works with the parent teacher organization to support such activities as: Daddy daughter dance, mom son bowling night, and family movie night. Kirk collects feedback

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through parent surveys that are located on the Kirk webpage.

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	Program evaluation is accomplished in various ways. A parent survey is offered to all families giving feedback on curriculum, instruction, parent involvement, program planning, communication, etc. In addition, parent meetings, students progress updates and parent involvement on school improvement teams have enabled our school to get additional feedback from stakeholders.	

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

To provide information and assistance to parents regarding the state and local academic standards and assessments, Kirk Elementary School provides the following:

- Parent teacher conferences (at least once per year-additional conferences by request of parents or teachers)
- Parent copy of academic expectations
- Local assessment information (DIBELS, NWEA, district common assessments - shared at conferences)
- Student Assistance Team meetings
- Students receiving additional assistance will be progress monitored bi-weekly-information shared with parents
- Reading and Math specialist available at conferences to provide information and answer questions
- Kirk Open House in the fall
- Kindergarten Round up in the spring

Kirk Elementary offers Title I parent meetings, an open house, parent teacher conferences, and classroom data reviews. Parents are encouraged to attend the Title I parent meeting to understand the offerings under Title I, to become an active member in their child's education, and to provide Kirk Elementary with feedback on how we can improve. Staff are becoming better educated at effectively working with, communicating with, and encouraging parents of Title I students by providing in-class data reviews in which parents learn about the academic performance and progress of their child and specific strategies that they can work on at home. Parents and teachers have rich discussions regarding the different intervention programs offered including the specific area their child's intervention will focus on. Kirk Teachers provide detailed descriptions of how the assessments are collected and how they are used to guide instruction for their student. Progress monitoring is also thoroughly explained informing parents that their child will be reassessed every two weeks and progress will be charted and provided to them bi-weekly. Other areas of discussion including: how a student can exit the program, what parents can do at home (including resources they may use to help their child), and how parents can become actively involved.

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Parent teacher conferences are held at least once per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are encouraged to use Compass Learning at home at least 3 times per week for roughly 15-20 minutes each time. Compass learning is explained in detail and covers all four-core subject areas. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

- Expectations and curriculum
- Compass Learning and all its components
- Assessments including data and what they mean
- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTO opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Accurate and timely progress is reported to parents on an ongoing basis to keep parents informed of their child's progress. Parents are encouraged to value attendance and to contact their child's teacher or the Kirk principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. Student assistance team meetings can be held as much as once per month. These meetings are conducted providing provisions for flexible scheduling as well as any assistance parents may need to better ensure their attendance. Many opportunities are present for parental input and decision making about the program and services that are offered at Kirk Elementary. Parental contact is made through written and oral communication in deciding when these meetings will be held. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

All parents participate in a home language survey when they register their child to attend Kirk Elementary. Plans are in place should the need arise for bilingual instruction. Although currently Kirk Elementary does not have any issue with parents having limited English proficiency, we have a group of parents who would like to volunteer their services to help communicate with other parents.

5. Describe how the parent involvement activities are evaluated.

Parental involvement is evaluated through feedback at meetings, parent and staff surveys, and during parent teacher conferences. A parent survey is on the Kirk webpage and surveys are sent to staff members via email using survey monkey. These surveys are for families, school staff, and community members and are intended to determine participation in and satisfaction with family involvement activities. A survey is

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also given to all parents after our annual Title I meeting. This data is compiled and reviewed during Kirk Elementary's building leadership meetings and at PTO meetings.

Other evaluations that are considered are parent interviews, sign-in sheets for parent volunteers, and parent suggestions from the suggestion box located in a visible location in the front corridor.

Kirk Elementary School will provide timely information through:

- Kindergarten Round Up
- Kirk Annual Fall Open House
- Parent Teacher Conferences
- School/classroom/district newsletters
- Progress Reports
- Progress Monitoring reports
- Report Cards
- Millington Community Schools webpage - Policy including school parent compact
- Weekly take home folders
- Kirk Elementary Handbook

Kirk Elementary School will provide parents an opportunity to interact with their children's school by:

- Using the parent suggestion box to communicate
- Discussion at PTO meetings regarding Title I services
- Parent survey located on Kirk webpage
- Parent survey given at Title I annual meeting
- Parent teacher conferences
- Verbal via telephone
- Written correspondence via email
- Participation in student assistance team meetings
- Participation in Positive Behavioral Interventions and Supports

Kirk Elementary will develop a School parent compact:

- Developed with the Parent Teacher Organization and reviewed annually
- Compact is given and review at parent teacher conferences held in November

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

The School parent compact was developed through the collaboration of stakeholders including the PTO and the school improvement team. This plan was developed by past administration and is being revisited with collaboration between the parent teacher organization and the school improvement team. The compact is discussed at parent teacher conferences as a means to promote individual student achievement.

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The plans for developing the compact:

Kirk Elementary will begin the meeting with all stakeholders by introducing the reason for the school parent compact. All stakeholders will understand the following:

- The compact is a written agreement between parents and teachers that will clarify what families and the school can do to help students reach high academic standards.
- The compact will be a reminder of the responsibilities of the school and the responsibilities at home so students can learn what is require of them.
- The compact is a written commitment to share in the responsibilities for student learning; stakeholders include parents, teachers, students, principal, and concerned community members to share in the responsibilities.
- The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities of each stakeholder.

Kirk Elementary will develop a School parent compact:

- Developed with the Parent Teacher Organization and reviewed annually. The revisions are made after parent surveys, parent teacher conferences, and parent suggestions found in the suggestion box.
- Compact is given and reviewed at parent teacher conferences held in November

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See Attached Plan	School/Parent Compact

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

All communication is done in a parent friendly manner and assurances are in place to allow parents to ask questions. At this time there is not a need for any other language than English as indicated by the home language survey; however, should a need develop, appropriate resources will be utilized to make certain that any data is available in a language the parents can understand.

Parent teacher conferences are held at least once per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are encouraged to use Compass Learning at home at least 3 times per week for roughly 15-20 minutes each time. Compass learning is explained in detail and covers all four-core subject areas. Information is provided through the Kirk website including tutorial videos on how to help their student achieve academically using Compass Learning. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

- Expectations and curriculum
- Compass Learning and all its components

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- Assessments including data and what they mean
- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTO opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Accurate and timely progress is reported to parents on an ongoing basis to keep parents informed of their child's progress. Parents are encouraged to value attendance and to contact their child's teacher or the Kirk principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

Parents are also provided with a complete description of the program that will be used to help their child in a focused area. The intervention classes are explained with full detail, including where their child is currently at and what progress we are expecting. After a complete description and explanation of the intervention that will be used, progress monitoring is explained to the parents. The details with complete explanation of how their child will be assessed, what the assessment looks like, and what proficiency levels students are expected to reach.

Kirk Elementary staff shares individual student academic assessment results with parents during parent teacher conferences and during student assistance team meetings. The parents are provided with an oral and written explanation that includes the data along with graphs that help explain exactly where their student is academically, where they need to be, and how we are working on getting the student assistance in a focused area. Teachers explain the assessment process for the entire building that includes being assessed using DIBELS, NWEA, and district common assessments. Parents are made aware of the process for which Kirk teachers determine Title I eligibility along with a complete description of progress monitoring and exiting a Title I program. Parents receive a complete explanation of what intervention their child will receive along with expectations for improvement.

Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. They are asked to be active participants in their child's plan and progress. At these meetings, parents have the opportunity to voice their opinion on the satisfactory of the intervention being planned. Student assistance team meetings can be held as much as once per month. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See Attached Parent Involvement Plan	Parent Involvement Plan

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

The parent compact is used to ensure as much parental participation as possible. During parent teacher conferences, parents are given another copy of the school parent compact. It appears as an item on the parent teacher agenda and teachers briefly go through it with them. If parents have any questions, they may ask the teachers or the administrator. If parents are not able to physically attend a meeting, teachers use other communication methods to conference with parents including phone calls, emails, and letters.

The school parent compact is also posted in each classroom in the Kirk Elementary School along with being posted on the Millington Community Schools Webpage. The school parent compact is discussed at parent teach conferences which encourages parents to attend the parent teacher organization. The compact is discussed at parent teacher conferences as a means to promote individual student achievement.

The plans for developing the compact:

Kirk Elementary will begin the meeting with all stakeholders by introducing the reason for the school parent compact. All stakeholders will understand the following:

- The compact is a written agreement between parents and teachers that will clarify what families and the school can do to help students reach high academic standards.
- The compact will be a reminder of the responsibilities of the school and the responsibilities at home so students can learn what is require of them.
- The compact is a written commitment to share in the responsibilities for student learning; stakeholders include parents, teachers, students, principal, and concerned community members to share in the responsibilities.
- The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities of each stakeholder.

Kirk Elementary will develop a School parent compact:

- Developed with the Parent Teacher Organization and reviewed annually. The revisions are made after parent surveys, parent teacher conferences, and parent suggestions found in the suggestion box.
- Compact is given and reviewed at parent teacher conferences held in November

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.

Coordination among the programs has occurred to allow resources to be tied together to meet the needs of students. The building leadership team makes certain that an alignment between programs exist and students who are eligible receive appropriate services. The decisions made at this level are shared monthly with district administrative teams and the board of education.

Title I services in reading and math are provided to students after they have been identified as failing or at risk of failing through DIBELS, NWEA, and local common assessments. These students are then placed into an appropriate intervention class that is in addition to the core curriculum. Approximately the 10% of students with the most need receive the Title I services.

Title I funding and 31A funding supply a social worker for Kirk Elementary to help support student success to reduce the barriers students face as they enter the school setting.

Kirk Elementary participates in the PE-Nut program (PE-Nut is a nutrition and physical education program that uses a whole-school approach to motivate students, parents and educators to be physically active and eat healthier) and had information and a booth set up at parent teacher conferences.

In addition, Kirk Elementary participates in the Bully Prevention: In Positive Behavior Support. "The program gives students tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct." The Stop Talk and Walk bully prevention is taught every September in each grade level and again in January. The Kirk Social Worker attends each classroom in both September and January to teach the terminology "Stop", "Talk," "Walk" and how these can be put into place. Along with the bully prevention program, Kirk has established Positive Behavior Interventions and Supports (PBIS) throughout the building. Kirk's PBIS team meets monthly to make sure support is taking place and students' needs are being met.

Further, coordination between Great Start Readiness Program and Kirk Elementary ensures a smooth transition to a kindergarten classroom and that students will be successful when they begin school. Parents and the Kirk Principal also meet to discuss the transition and any concerns parents may have before school begins.

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.

Programs and services provided to students include: intervention programs, paraprofessional support, School Social Worker support, Bully Prevention programs, professional development of staff, nutrition programs, collaboration of school staff with Head Start and GSRP.

Intervention programs during and after school are designed to help students who have been identified as failing or at risk of failing. These students receive services in intervention classes such as: Road to the Code, Compass Learning, Sidewalks, Phonics for Reading, SIPPS, and Read Naturally.

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The Kirk School Social Worker provides support for Title I students both individually and in small groups. She also provides lessons in a bully prevention program two times per year, once in September and again in January.

Kirk Elementary participates in the PE-Nut program funded by the State of Michigan to promote proper diet and exercise.

Further, coordination between Great Start Readiness Program and Kirk Elementary ensures a smooth transition to a kindergarten classroom and that students will be successful when they begin school. Parents and the Kirk Principal also meet to discuss the transition and any concerns parents may have before school begins.

Component 10: Ongoing Review of Student Progress

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

Progress of participating students is reviewed bi-weekly as well as three times per school year using universal screenings. Students who have been identified as failing or at risk of failing are placed into an appropriate intervention class. These classes are offered during the regular school day as well as either extended learning opportunity after school or extended year opportunities and encompasses all four core subject areas: Mathematics, Reading, Science, and Social Studies. Kirk Elementary uses progress monitoring to assess student progress in the areas that were identified as being at-risk for failure. Students in these classes are progress monitored bi-weekly to determine if students are benefiting from the intervention program. The Title I teacher uses these measurements to gauge teaching and to adjust teaching strategies and instruction. The interpretation of this data is vital when determining student progress and effective instructional practices. If the student achieves benchmark during progress monitoring, they are then flagged for the potential of exiting the program. Discussion regarding exiting the program takes place between the Title I teacher, the general education teacher, and the principal. The student then must be assessed two more times and if benchmark is achieved, discussion takes place between all stakeholders, including parents, with the potential for exiting the program. If after 6 weeks a student is not making adequate progress within the intervention class, a meeting is held and considerations for a different intervention are discussed.

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.

After assessments have been completed and/or progress has been monitored, teams collaborate together to discuss results and plan the instruction that should take place to best meet the needs of individual students. In addition, teams collaborate and discuss best practices, as this is an on-going process. It does not occur only with assessments or progress monitoring, but is an expected practice in a professional learning community.

Students who have been identified as failing or at risk of failing have an opportunity to attend after school or extended year programming with tutoring/intervention classes.

Every year, the school improvement team looks at the data and determines whether the intervention class is having adequate results. Adjustments are made to classes using data collected for the year. General Education Teachers have also been trained to instruct intervention classes and do so every day for the first 40 minutes of the day. Grade level meetings discuss data collected from these intervention classes and adjustments are made accordingly.

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.

Students at Kirk Elementary are universal screened three times per year. After each screening, teachers meet as a grade level team and evaluate and review the data. Kirk Teachers have been trained on how to interpret the data they receive on their students and understand its meaning. These trainings along with support take place during staff meetings and grade level meetings. Teachers also review the bi-weekly SY 2016-2017

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Kirk Elementary School

progress monitoring for students who have been identified as failing or at risk of failing to adjust instruction. The Kirk School Improvement Team also review best teaching practices and have in-service meetings during staff meetings to introduce new techniques. These strategies are monitored by the building principal through weekly lesson plans and classroom walk throughs.

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.

The district hosts data review meetings three times per year to analyze the results of the intervention programs. Kirk also tracks each individual intervention class offered through means of progress monitoring bi-weekly. This data is analyzed to determine if a specific intervention class is having the impact that was expected. Kirk Elementary looks at the number of students who began in tier 1 and how many moved to tier 1. Future goals are set from these meetings.

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.

Kirk Elementary collects data throughout the year along with progress monitoring data that is specific to a certain intervention class. Kirk Elementary participates in data review meetings in which all student, building and district-wide data is reviewed and analyzed for strengths and weakness. At these data reviews, each intervention class along with its data is analyzed for student impact. Discussions take place and goals with action plans are developed based on the data.

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 building leadership team and student assistance team look at the progress of eligible students and the programs and services provided to the student to determine if programs have been effective. Kirk staff looks at how ALL students performed and evaluate for growth and then look at all sub-group performance to ensure that these student groups are closing the gaps.

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.

The building leadership team meets on a monthly basis and continually reviews the plan and the goals of the plan in connection to student data. The plan is revised if it is evident the plan is not meeting the needs of eligible students.

Kirk Elementary School Goals 2016-17

Overview

Plan Name

Kirk Elementary School Goals 2016-17

Plan Description

Goals for 2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Kirk Elementary School will increase their proficiency in math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$40272
2	All students at Kirk Elementary will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$73990
3	All students at Kirk Elementary School will maintain or increase their proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$200
4	Office discipline referrals will decrease from last school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Teachers will learn, develop and implement classroom data meetings with parents.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1200

Goal 1: All students at Kirk Elementary School will increase their proficiency in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in computational skills in Mathematics by 06/01/2017 as measured by the NWEA and / or DIBELS assessments.

Strategy 1:

Differentiation - A certified teacher will implement Math intervention classes across the grade levels. This time will not impede upon core instruction in the regular education math class.

Category: Mathematics

Research Cited: According to the US Department of Education, "Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure."

Tier: Tier 3

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention block will be utilized with-in the daily schedule to support students who are not meeting benchmark and proficiency expectations in math. Students will be identified by DIBELS and/or NWEA assessments. A certified teacher will be used during this time to support students.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/01/2017	\$34272	Title I Part A	The certified teacher.

Strategy 2:

Strengthening Math Vocabulary - Each grade level will provide additional vocabulary instruction for students specific to standards at each grade level. Teachers will also provide parents with a complete vocabulary list including definitions to assist parents at home. These will be provided during the scheduled open house before school begins.

Category: Mathematics

Research Cited: Gifford and Gore, The effects of Focused Academic Vocabulary Instruction on Underperforming Math Students, ASCD 2008

Tier: Tier 1

Activity - Enhancing Vocabulary Through Visual Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will expose students to common math vocabulary through the use of content specific strategies. Some examples might include pictures or drawings, word walls and pre/post vocabulary assessments.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Certified Teaching Staff

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Strategy 3:

Strengthening Core Instruction - All staff will continue using FIM (Focused Instructional model) with consistency and fidelity.

Category: Mathematics

Research Cited: Marzano, Classroom Instruction that Works: Research Based Strategies for Increased Student Achievement, ASCD 2001

Tier: Tier 1

Activity - Enhance Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will understand and develop appropriate common assessments, learn a backwards design model to develop high quality lessons, and understand data analysis processes which support instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$6000	Title II Part A	Certified Teaching Staff
Activity - Mimio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be trained in the use of Mimio's for the enhancement of their core instruction.	Technology	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	The building principal and technology director will provide support for Mimio use.

Goal 2: All students at Kirk Elementary will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the big ideas of reading for their grade level / time of year in English Language Arts by 06/01/2017 as measured by DIBELS and / or NWEA assessments.

Strategy 1:

Differentiated Instruction - Teachers - Teachers will implement differentiated instructional groups within their reading block at least 2 times per week with students who fall within the strategic or intensive levels. Differentiated instructional groups will also be provided for students who are at or above benchmark to increase academic achievement.

Examples: Rewards, Read Naturally, SIPPS, Compass Learning, Road to the Code, Road to Read, Sidewalks, Phonics for Reading

Category: English/Language Arts

Research Cited: MiBLSi research and training indicates the use of differentiated instruction to be a powerful method of meeting student needs and reducing the

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academic deficits of lower performing students.

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will monitor the use and effectiveness of differentiated instruction within all classrooms through classroom walk throughs.	Other, Academic Support Program	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	No Funding Required	The building principal will be responsible for conducting classroom walk throughs as well as reporting out to staff the effectiveness of differentiated instructional practices.

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention classes for grades K-5 will be utilized with-in the daily schedule as a pull-out program to support students who are not meeting benchmark and proficiency expectations in reading. Students will be identified by DIBELS and/or NWEA assessments. Paraprofessionals will assist the teacher.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/01/2017	\$62490	Title I Part A	Certified Teacher

Strategy 2:

Instructional skills - All teachers will devote 90 minutes to literacy instruction to include read alouds, interactive reading, shared reading, guided reading, and independent reading. Teachers will address targeted areas of difficulty based on our data and use technology to get students actively engaged.

Category: English/Language Arts

Research Cited: A meta-analysis of more than a thousand studies regarding online learning was released by the U.S. Department of Education in 2009, followed by a revised version of the report in September 2010. That study concluded that students in online-only instruction performed modestly better than their face-to-face counterparts, and that students in classes that blended both face-to-face and online elements performed better than those in solely online or face-to-face instruction

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Tier: Tier 1

Activity - Integrate Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to integrate technology into classroom instruction using tablets, lap tops, and desk top computers in order to support differentiation of instruction.	Technology	Tier 1	Implement	09/06/2016	06/01/2017	\$10000	Other	The Principal will be responsible for finding funds to purchase tablets

Activity - Professional Development/webinar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to read about, watch, discuss, learn, and apply evidence-based instructional strategies. One teacher per grade level will attend the Explicit Instruction Conference provided by Anita Archer.	Professional Learning	Tier 1	Implement	09/06/2016	06/01/2017	\$1500	Title II Part A	The building leadership team will be responsible for conducting and scheduling the book review and videos.

Goal 3: All students at Kirk Elementary School will maintain or increase their proficiency in writing.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in writing skills in English Language Arts by 06/01/2017 as measured by writing samples collected at the beginning of the year and at the end of the year..

Strategy 1:

Step Up to Writing - Teachers will continue to implement Step Up to Writing Strategies as they meet Common Core State Standards.

Category: English/Language Arts

Research Cited: Step Up to Writing is a research-based writing intervention / supplement.

Tier: Tier 1

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Activity - Common Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement classroom writing for all students using a common rubric created for across grade level use. Assessment will take place in September and again in May.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	The building leadership team will ensure this activity is clearly communicated with all teachers. Classroom teachers will be responsible for implementing this activity.

Strategy 2:

Handwriting proficiency - Students will continue to improve handwriting proficiency through the use of the Handwriting Without Tears program.

Category: English/Language Arts

Research Cited: Research states that learning how to write by hand is a necessary motor exercise (Saperstein Associates 2012; James and Gauthier 2006, James 2012, Berringer 2012).

Tier: Tier 1

Activity - Handwriting proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Handwriting Without Tears app to improve handwriting formation and efficiency.	Technology	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$200	General Fund	The building principal will look into the purchase of this app and download to all i-pads.

Goal 4: Office discipline referrals will decrease from last school year.

Measurable Objective 1:

collaborate to provide consistent expectations to all students by 06/01/2017 as measured by SWIS.

Strategy 1:

PBIS - Staff will consistently implement PBIS supports to students, including CARDS tickets, classroom activities, student recognition, etc.

Category: School Culture

Research Cited: PBIS is a research-based approach to effectively handling of students' behavior and is supported through MiBLSi.

Tier: Tier 1

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS committee will meet at least monthly to develop and schedule activities, events, practices that align to PBIS at Kirk.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	No Funding Required	The PBIS facilitator will be responsible for scheduling and leading monthly meetings.

Activity - Behavior Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavior team will continue to meet on a monthly basis to support staff with handling of classroom behavior through communication, meetings, strategies, trainings, etc.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/06/2017	\$0	No Funding Required	The School Social Worker will be responsible for scheduling of meetings and communicating with the building principal on areas of need.

Goal 5: Teachers will learn, develop and implement classroom data meetings with parents.

Measurable Objective 1:

collaborate to increase parental involvement and knowledge of their child's academic and behavioral progress by 11/30/2016 as measured by all available state, district and school data, including both academic and behavior data.

Strategy 1:

Data Information Night - Parents will be invited to a welcome back dinner and data presentation in November. The purpose of the data presentation is to inform and teach parents how to interpret and to understand the expectations for their child academically throughout the year.

Category: Learning Support Systems

Research Cited: Research indicates that higher parental involvement increases student achievement.

Tier: Tier 1

Activity - Parent Informational Dinner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, on a voluntary basis, will hold schoolwide data meetings with parents.	Parent Involvement	Tier 1	Implement	11/01/2016	11/30/2016	\$1200	General Fund	The building principal will be responsible for arranging the volunteers and organizing this event. .

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	The PBIS committee will meet at least monthly to develop and schedule activities, events, practices that align to PBIS at Kirk.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	The PBIS facilitator will be responsible for scheduling and leading monthly meetings.
Common Writing Rubric	Teachers will implement classroom writing for all students using a common rubric created for across grade level use. Assessment will take place in September and again in May.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	The building leadership team will ensure this activity is clearly communicated with all teachers. Classroom teachers will be responsible for implementing this activity.

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Behavior Team	The behavior team will continue to meet on a monthly basis to support staff with handling of classroom behavior through communication, meetings, strategies, trainings, etc.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/06/2017	\$0	The School Social Worker will be responsible for scheduling of meetings and communicating with the building principal on areas of need.
Mimio	Teachers will continue to be trained in the use of Mimio's for the enhancement of their core instruction.	Technology	Tier 1	Implement	09/06/2016	06/01/2017	\$0	The building principal and technology director will provide support for Mimio use.
Monitoring	The building principal will monitor the use and effectiveness of differentiated instruction within all classrooms through classroom walk throughs.	Other, Academic Support Program	Tier 1	Monitor	09/06/2016	06/01/2017	\$0	The building principal will be responsible for conducting classroom walk throughs as well as reporting out to staff the effectiveness of differentiated instructional practices.
Enhancing Vocabulary Through Visual Representation	Certified teachers will expose students to common math vocabulary through the use of content specific strategies. Some examples might include pictures or drawings, word walls and pre/post vocabulary assessments.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$0	Certified Teaching Staff

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Interventions	Intervention classes for grades K-5 will be utilized with-in the daily schedule as a pull-out program to support students who are not meeting benchmark and proficiency expectations in reading. Students will be identified by DIBELS and/or NWEA assessments. Paraprofessionals will assist the teacher.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/01/2017	\$62490	Certified Teacher
Intervention Block	An intervention block will be utilized with-in the daily schedule to support students who are not meeting benchmark and proficiency expectations in math. Students will be identified by DIBELS and/or NWEA assessments. A certified teacher will be used during this time to support students.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/01/2017	\$34272	The certified teacher.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development/webinar	Teachers will continue to read about, watch, discuss, learn, and apply evidence-based instructional strategies. One teacher per grade level will attend the Explicit Instruction Conference provided by Anita Archer.	Professional Learning	Tier 1	Implement	09/06/2016	06/01/2017	\$1500	The building leadership team will be responsible for conducting and scheduling the book review and videos.
Enhance Core Instruction	Teachers will understand and develop appropriate common assessments, learn a backwards design model to develop high quality lessons, and understand data analysis processes which support instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/01/2017	\$6000	Certified Teaching Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Parent Informational Dinner	Teachers, on a voluntary basis, will hold schoolwide data meetings with parents.	Parent Involvement	Tier 1	Implement	11/01/2016	11/30/2016	\$1200	The building principal will be responsible for arranging the volunteers and organizing this event. .
Handwriting proficiency	Students will use the Handwriting Without Tears app to improve handwriting formation and efficiency.	Technology	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$200	The building principal will look into the purchase of this app and download to all i-pads.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate Technology	Teachers will learn how to integrate technology into classroom instruction using tablets, lap tops, and desk top computers in order to support differentiation of instruction.	Technology	Tier 1	Implement	09/06/2016	06/01/2017	\$10000	The Principal will be responsible for finding funds to purchase tablets