



School Improvement Plan

Avoca Elementary School

Yale Public Schools

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Introduction

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

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?

Avoca Elementary is located in the rural setting of Avoca, Michigan in St. Clair County. Avoca is a Kindergarten through fifth grade building in the Yale Public School District. In addition to our K-5 grade levels, Avoca houses the elementary preschool (ECSE) and baby (0-3 year old) special education programs, and the Cognitively Impaired program for the district, grades K - 5.

Most parents commute to other cities for employment, as there are very few employment opportunities within the town of Avoca. The school population was slightly decreased over the past few years due to Michigan's economy. However, this school year, we saw a slight increase in our school population. Avoca is a School-wide Title I building, due to our significant (forty-nine percent) Free/Reduced Lunch population.

School's Purpose

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

Vision Statement

Avoca Elementary School is committed to providing the best educational experience for the individual learner. It is our hope to prepare each student so that they are postured for continued educational success.

Mission Statement

Believing each young person should be motivated and encouraged to achieve his/her highest potential, the staff of Avoca Elementary School has as its mission the creation and implementation of a safe, supportive, and innovative learning environment designed to meet the needs of its students. We, the entire staff, will strive to provide a positive school atmosphere, quality education and an equal opportunity to learn so all students will be continually encouraged to attain their maximum level of intellectual, physical, and social growth. We acknowledge and recognize the significance and importance of school, family and community working together to achieve this mission.

Beliefs Statement

We believe:

- *Parent participation enhances high expectations, student motivation and achievement.

- *All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.

- *Good self-esteem is vital for maximum academic achievement.

- *Students will rise to the level of the expectation of the classroom/school.

- *Schools should be organized to meet the needs and interests of students.

- *Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

- *Teachers should create/design challenging and engaging activities for students and lead/encourage/motivate them in those activities.

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.

Avoca Elementary has taken pride in our MEAP Math and Reading Scores. Our district elementary schools have been at or near the top of the county. In the areas of Reading, 3rd and 4th Grade Math, Social Studies and Science, our school performed above the state average.

Avoca will be focusing on increasing our state assessment scores to meet the scores of the other two in-district elementary schools. Specifically, we will focus on increasing our Writing and 5th Grade Math scores. The staff will be looking at ways to improve instruction, interventions, content area writing and problem solving skills. To increase our scores in all content areas of the School Improvement Plan, we have incorporated journaling, differentiated instruction and an increased focus on vocabulary. We will also have an increased focus on our students who fell within the "Bottom 30%" range.

Additional Information

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

Avoca students are afforded the following academic and character building opportunities: DARE, Avoca Trail cleanup, Student Council, Safety Patrol, honoring U.S. Veterans, PBIS "Paw-some" program, anti-bullying curriculum, Science Fair, Running Club and various community field trips. Avoca's 2nd grade teacher, Teresa Cowper, received the 2013 SCCASB Mentor Teacher of the Year award. Avoca's 3/4 split grade teacher, Misty Wisner, was asked to present at RESA on the topic of Math Fluency. Additionally, Avoca's Special Education Teacher, Patti Fahey, mentored a teacher from a neighboring district modeling her strengths of scheduling and interventions for RR students.

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.

Our School Improvement Plan is revised at staff meetings, monthly School Improvement meetings and Curriculum Meetings. All staff members are stakeholders in our School Improvement process, along with numerous parents.

Stakeholders were e-mailed surveys and were given the opportunity to take the survey at Parent-Teacher Conferences, in order to assist the SI team with the development of Avoca's School Improvement Plan. Parent stakeholders were verbally invited to participate by the school principal and informed of their roles during this conversation. Staff members were given roles based on their area(s) of expertise within the curriculum. Parents attended the annual Title I meeting and the School Improvement Plan was discussed at some Parent Teacher Organization meetings.

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

Avoca Elementary Stakeholders consist of the building administrator, district Director of Title I, Instruction and Personnel, Yale Public School Superintendent parents, all teachers and all ancillary staff. Our team also includes a Board of Education Member.

School staff was responsible for the development and implementation of academic goals, strategies and instructional activities. Staff pays close attention to written and verbal parent feedback regarding classroom instruction, school climate, and overall quality of education. This information is used to help guide and/or develop Avoca's programs.

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

The final draft of Avoca's School Improvement Plan is placed on Yale Public School's web site to allow access to all stakeholders. Stakeholders may also request to view the plan in the school office.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment has been somewhat consistent the last several years. Staff numbers have fluctuated slightly with the addition or reduction of a classroom based on the school's overall enrollment. Our school increased approximately 20 students since the 2012-2013 school year, with no addition to our staff.

How do student enrollment trends affect staff recruitment?

Student enrollment has been somewhat consistent the last several years. Teacher recruitment has not been adjusted due to major increases or decreases in staffing. New staff has been added only when active staff have chose to retire or move away for personal matters.

How do student enrollment trends affect budget?

Student enrollment has been somewhat consistent the last several years. Significant budgetary cutbacks have been imposed, however, these cuts have had little to do with enrollment trends.

How do student enrollment trends affect resource allocations?

Resource allocations are based on the number of students in our school. As the school population increases, additional resources are allocated to the school. Conversely, as the population decreases, fewer resources are allocated to the school.

How do student enrollment trends affect facility planning and maintenance?

Facility planning and maintenance has not been affected by the enrollment trend over the last several years.

How do student enrollment trends affect parent/guardian involvement?

Our parent/guardian involvement remains relatively consistent each year. The staff encourages parents to become involved at Avoca Elementary on a regular basis.

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

As student enrollment has remained relatively consistent, there is no affect on professional learning or public relations.

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

During this school year, the Avoca Elementary population has increased approximately 20 students. Therefore, we now have five classes on overload, which includes a third/fourth grade split class.

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

The administration evaluates staffing at the end of each school year, based on student enrollment. Additional teaching staff would address the overload situation at the school.

What are the challenges you noticed based on student attendance?

Daily attendance is in the 95th percentile. Therefore, attendance does not present a challenge.

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

As there are no challenges present based on student attendance, no action is required.

Student Achievement Data for All Students

This area includes data questions.

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

The content area which indicates Avoca's highest level of achievement is reading.

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

No areas show a significant positive trend in performance. Reading has a positive trend within fourth graders. Overall scores are generally consistent.

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

Students at Avoca Elementary performed above the state average in the following subject areas and grade levels:

Reading: Third grade, Fourth grade, Fifth grade, Sixth grade

Math: Third grade, Fourth grade, Fifth grade, Sixth grade

Science: Fifth grade,

Social Studies: Sixth grade

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

The top 30% of students in each content area are students that have low absenteeism, positive parent involvement, and typically high achievers in the classroom.

What factors or causes contributed to improved student achievement?

The staff at Avoca works to improve student achievement by providing Title I intervention, differentiated instruction, and increased technology. The STAR assessment was used to identify students in need of further help and progress monitor.

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

Students are monitored through STAR assessment, district assessments, and other curriculum based assessments.

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

Although writing is the subject area where our students are lower than state average, our proficiency level increased 7 percent from 2012 Fall MEAP to the 2013 Fall MEAP.

Science is the subject with the lowest percent proficient (although our percent is higher than state average). However, our proficiency level increased 11 percent from the 2012 Fall MEAP to the 2013 Fall MEAP.

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

Although Math scores showed a decline on the 2013 MEAP, the Avoca Math scores are generally consistent.

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

Student achievement was below state average in writing.

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

We saw a trend with the students in the lower 30% with a combination of the following: unstable family life, disabilities, low socioeconomic status. Many of these students have been on growth plans and/or are receiving support services.

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

The Common Core was fully implemented this year, but our math text books are several years old. Teachers have been on their own to supplement their teaching. We also had new teachers in grades 3 and 4 the last two years.

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

The achievement scores made a significant decrease in the 2012-2013 MEAP assessment.

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

A new math textbook series will be purchased in time to be in place for the 2014- 2015 school year.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

Due to our smaller student population, Avoca has fewer than 30 students in any area to create a sub-group.

How do you know the achievement gap is closing?*

NA

What other data support the findings?

NA

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

NA

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

NA

What actions could be taken to continue this positive trend?

NA

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

Response:

- None

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

Response:

- None

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

Due to our smaller student population, Avoca has fewer than 30 students in any area to create a sub-group.

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

NA

What other data support the findings?*

NA

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

NA

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

NA

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

NA

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

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NA

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

Through staff and parent identification, students with disabilities have access to our student needs committee intervention process, Title I paraprofessionals, and reading intervention programs such as Read and Achieve. Math and reading growth plans are put into place when necessary to support remediation or academic areas. These contain research based strategies for at school and home.

In addition, students who qualify for special education services have full access to these support programs as well.

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

In the district literacy and math plans, benchmark levels for STAR literacy, DIBELS, DRA, and district math assessments are used to identify students 'at risk of failing'.

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

Students can access a variety of online programs that support our curriculum (depending on grade level) from home year-round. Summer school is offered for all students. An after school reading program is offered for all students.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

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

The school send a monthly newsletter to inform parents of learning opportunities. Teachers also send a weekly newsletters. Students participate in the online curriculum at school, and are instructed as to how to login at home. Students at risk are sent invitations to after school events and summer school.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.43

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

Our diverse staff collaborates well. Our novice teachers bring new ideas and also learn from our veteran staff members. We have a majority of staff working from 4-15 years. This group has a great deal of experience to pull from to focus on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	41.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	71.0

What impact might this data have on student achievement?

As teachers are absent from the classroom, students lack consistency in the classroom. However, the intent of Professional Development is to improve teacher performance. Students should benefit from this. The district made an effort to provide more professional development on non-student days this year, impacting students less.

Perception Data - Students

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

Students strongly agree with the statements that their teachers want them to learn, and want them to do their best.

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

Students note an increase in teacher using different activities to help them learn.

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

The following areas averaged between 60-70% in the "strongly agree" option: I am treated fairly, My principal and teachers ask me what I think about school, In my school, students are treated with respect.

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

Students feel that student do not show adults respect.

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

Differentiating instruction is a strategy in each of our goal areas. The students are noticing the teachers increase in this technique.

As a result of our diverse population, Avoca Elementary has student with varying behavioral difficulties. Student that show disrespect stand out to the others.

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

Plans are in place to survey students more often and teachers are encouraged to give options in class projects and take their opinions into consideration. Respect and other behavior issues are taught in group guidance and at school-wide assemblies.

Perception Data – Parents/Guardians

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

Parents pointed to the academic standards of Avoca Elementary as the area with the highest level of satisfaction.

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

The satisfaction in academic standards appears to be increasing.

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

Parents are unhappy with overcrowded classrooms and splits. The survey results showed "other" to be the highest area of dissatisfaction, being that a choice had to be made to advance in the survey. We believe that the option of "other" was chosen in lieu of a true area of dissatisfaction.

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

Although not clear on the survey, the Avoca staff continues to hear parent concerns about large class sizes and split classes.

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

Low enrollment in certain grade levels has caused a need for split classes. This has occurred several years in a row.

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

Teachers work closely within grade levels to make the best of split classes. Students are given interaction time with their grade-level peers. Staff to student ratios are continuously monitored by administration.

Perception Data – Teachers/Staff

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

The highest levels of satisfaction among staff were in the areas of the high quality support services, the high academic standard expected, and the school's continuous improvement process.

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

The staff is increasingly satisfied with the student support services provided. .

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

The lowest areas of satisfaction was their rating of schools' professional learning program and the training of all staff members in the evaluation, interpretation, and use of data.

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

The staff showed decreasing satisfaction in the material resources provided to meet student needs.

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

The district has been able to continue to provide a social worker in the building every day. The staff appreciates this support.

The decrease in funding has forced the staff to continue to use the same texts (or no texts) for the new Common Core State Standards. Teachers work hard to supplement these.

Other

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

NA

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

The school follows the district curriculum maps, based on state guidelines. Instruction follows best practices. The curriculum maps were developed by teachers and administrators from across the district. This information is also discussed at school improvement meetings where staff and parents from the SI team are involved.

What evidence do you have to indicate the extent to which the standards are being implemented?

The Common Core State Standards have been being phased in over the last year and will continue to be. Teachers include this in their weekly lesson plans. The district is currently working on curriculum maps that align to the Common Core. Professional development has been and will continue to be presented to the staff to train them on new ways of teaching and assessing students.

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
	Literacy and math are tested annually in grades 1-5.	Yes	An annual state assessment is given yearly in grades 3 - 5. Students in all grades are assessed using the Universal Screener, STAR. Students are also assessed using DIBELS and DRA as a digging deeper assessment as needed. STAR is also being used to measure math growth in grades K - 5.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.yale.k12.mi.us	

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

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

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

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joseph Haynes, Director of Title I, Instruction and Personnel 198 School Drive Yale, MI 48097 (810) 387-4274 ext. 267	

Label	Assurance	Response	Comment	Attachment
	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		School Wide Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Avoca teachers review the Student-Parent-Teacher Compact with parents at fall conferences annually.	Parent-Teacher-Student Contract

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Avoca Elementary's Comprehensive Needs Assessment was conducted by members of the school improvement team at two full day data evaluation inservices provided by St. Clair County RESA where pertinent data from student achievement, demographic information, and parents, staff, students, and community member survey results were reviewed. Information from this inservice, MEAP data, local assessment data, and curricular material by the entire school improvement team, including parents, and by grade level teams to determine gaps in student learning. In meetings throughout the school year, the School Improvement Team identified trends in perception, achievement, demographic, and process/program data from various sources to use share with the staff.

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

Avoca Elementary's population had a slight increase this year to about 300 students.

Stakeholders/parents are surveyed yearly. This data is useful in School Improvement. The overall feeling on the school is very positive with the highest level of satisfaction (40%) being high academic expectations, and the next highest (21%) being the school's communication home. There is not a clear area of low satisfaction, so the area choses the most was "other". A student survey is also conducted as well. Students also feel satisfied with the academics and teachers, though have a lower satisfaction with behavior and their opinions being heard.

Student achievement data revealed that, although Avoca Elementary met or exceeded the state average (though not the target goal) in most areas, we need to increase focus on writing instruction. It was also concluded that differentiated instruction needs to continue to be implemented in all subject areas. Teachers need professional development in this area. The specifics of the state test (MEAP) results are as follows:

Math: Below target score in 3rd and 5th grades: 57%, 67%, 40%

Reading: Above: 78%, 82%, 76%

Writing: Below: 33%

Science: Below: 26%

Social Studies: Below: 45%

Avoca's scores are below state average in 5th grade math and 4th grade writing. The decrease in all math scores (-4%) and drastic drop in writing (-27%) are the staff's largest area of concern and will be the subjects of focus for review.

Reviewing school programs showed a large increase in students using our online enrichment opportunities. This encourages us to continue these subscriptions.

Our demographic make-up stays fairly consistent from year to year. Sub-groups remain steady as well. Avoca has a more academically-diverse population than the other two elementary schools in our district. Our data was examined using Mischooldata.org.

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St. Clair County Ethnicity Data

88.25 % Caucasian

4.31% African American

3.78% Hispanic

0.5% Native American

0.6% Asian

2.4% Multi-racial

Avoca Elementary Ethnicity Data

96.38% Caucasian

1.09% African American

2.17% Hispanic

Economically Disadvantaged Students

38.75% Yale Public Schools

44.93% Avoca Elementary

49% of our bottom 30% of students are economically disadvantaged

Special Education Population

12.4% Yale Public Schools

19.57% Avoca Elementary

33% of our bottom 30% are special education students

When examining our Self-Assessment Rubric, the staff rated the school on 40 indicators. They assessed the building to be implemented or exemplary in all areas. The lowest average scores were in the sections of "Professional Learning" and "Parent/Family Involvement". The administration and staff are working together to improve the quality and practicality of provided professional development to make it meaningful and ready to implement. Plans are also in place to provide even more opportunities for parents to take part in the educational process at Avoca next school year. We currently offer many opportunities for family fun; we plan to host curriculum focused times as well. With a new math series being implemented, parents may be interested and in need of some support in working with their children.

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

Avoca Elementary uses data collected from district assessments, STAR testing, DIBELS/DRA, MEAP, and classroom testing and observations when creating and carrying out our School Improvement Plan. Each subject area has a measurement tool for teachers and paraprofessionals to monitor student growth.

The needs assessment showed a great priority needs to be placed in writing. The goal:

All students at Avoca Elementary will be proficient in the area of Writing.

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A strategy of increased time spent on writing was added to the writing goal. It is stressed that the writing curriculum be taught with fidelity. Grade level work time and writing chair-persons within the staff will provide professional conversations and leadership in this. Teachers will be held accountable for providing frequent student writing samples and scores. Vocabulary and journaling are included in other areas of the plan as well, so students will be writing in all subject areas. Student growth in writing will be measured using Target, Aim, Score- writing prompts similar to state tests, given three times per year with a standardized rubric. Students in the bottom 30% (identified by teacher rubrics, observation, Target, Aim, Score, and MEAP), will be given small group remediation by the classroom teacher and/or Title 1 paraprofessionals.

The other area of priority this year is math. The Goal:

All students at Avoca Elementary will be proficient in the area of Mathematics.

Our school is currently in the process of adopting a new math series that is aligned to the Common Core with the intention of increasing math scores school-wide. The series has a focus on problem solving, explaining one's thinking and writing about math. Much of the district's professional development will be focused on training teachers best use this program. Along with the assessments of the math series, we will continue to use STAR math to measure student growth. Students will have access to an increased number of iPads and laptops this year for math intervention and extra practice. Students in the bottom 30% (identified by classroom testing, observation, STAR data and MEAP), will be given small group remediation by the classroom teacher and/or Title 1 paraprofessionals.

For all academic areas, the bottom 30% of students will be carefully watched (based on available data mentioned above) for improvements or signs of difficulty. The Title 1 paraprofessionals will be used to remediate in all subject areas where needed.

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

The goals address all subject areas and include differentiating instruction, use of technology, and remediation of any students in need. Students will be assessed throughout the school year using STAR in the areas of reading and math, and in other ways in the classrooms in the other academic subjects. These sources will identify students in need of extra support. STAR will also be used to progress monitor these students. Title I support will be available in all subject areas. Differentiated instruction and use of technology will not only meet the needs of students requiring remediation, but will also provide enrichment activities for students learning at and above grade level. Data is analyzed at grade level meeting which include the teacher and paraprofessionals working with the students.

Component 2: Schoolwide Reform Strategies

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

Avoca Elementary's School Improvement team has set forth a plan aimed at all students. All students are taught according to the CCSS or GLECs, depending on the subject, and assessed regularly based on those. Universal screeners (STAR) are used in reading and math, along with district assessments in the other core subjects, all given three times a year. These monitor student growth and are used to form growth plans with parents and staff members as needed.

All students will be proficient in mathematics. The strategies included in our plan that apply to all students are: math practices, math vocabulary, differentiate instruction and intervention, and technology. All students in the classroom will take part in the discussions and experiences on problem solving and experience math talk. They will all become mathematical thinkers. Differentiated instruction will also include the whole classroom. Students may work on different things in class, but all be actively engaged in math. Throughout all math instruction, all students will be using vocabulary. Technology will be used to enhance and support the new series. Online programs and games will be encouraged to learn and practice basic facts.

All students will be proficient in the area of writing. The strategies included in our plan that apply to all students are: the use of Writewell, supplemental writing practices, technology, writing across the curriculum, differentiated instruction and intervention, and increased time spent on writing instruction. Writewell is our writing program, written by a group of local teachers and published by the county RESA. Teachers will use this a guide to form writing lessons, along with supplements such as graphic organizers or other types of writing. All students will participate in these lessons. Teachers are encouraged to differentiate to motivate and challenge all writers. This is the first year that teachers will be required to spend a minimum of 45-60 min (depending on the age of the students) with focused writing instruction each day. All students will get this practice and instruction time. Students will write in all subject areas, and will use technology to publish writing pieces.

All students will be proficient in the area of science. The strategies in our plan that apply to all students are: increased time spent on science instruction, vocabulary and writing, scientific process, differentiated instruction and intervention, and technology. Class time spent on science will be a minimum of 150 minutes per week. This will include the inquiry-based scientific process, with a hands-on experiment for each unit. All students will be a part of this process and use vocabulary and journaling daily to write about science. All students will also participate and view the science fair. Through differentiation, teachers can target the diverse needs of their individual students and support any students in need of help, including, but not limited to, the bottom 30%. All students will have access to online science tools and programs with videos, vocabulary builders, and non-fiction leveled readers.

All students will be proficient in the area of social studies. The strategies in our plan that apply to all students are: increased time spent on social studies instruction, vocabulary and writing, weekly periodicals, differentiate instruction and intervention, and technology. All students will receive the extended 150 minutes of social studies instruction each week. This will include the discussion and journaling about topics found in current weekly periodicals and include the vocabulary important for each grade level. Lessons and activities can be differentiated to best assist learners working at different levels. Title I paraprofessionals can help with differentiation. Technology is used in social studies in the way of online tutorials and videos and is available to all students.

All students will be proficient in the area of reading. The strategies in our plan that apply to all students are: comprehension strategies and vocabulary, increased informational text reading across the curriculum, differentiate instruction and intervention, and technology. Teachers will teach comprehension strategies to all students as they guide them through reading instruction. Ways of understanding new vocabulary

will also be explicitly taught. The CCSS call for a renewed focus on informational text; more than our current series contains. Our School Improvement Plan calls for teachers to plan more lessons using these types of reading. This can be cross-curricular with science and social studies topics. Leveled reading can provide the proper amount of challenge for each child. Title 1 paraprofessionals will help differentiate as needed. Reading programs such as Raz-Kids and Reading Eggs are online programs for phonics and comprehension instruction for students. Teachers also have access to reading support programs.

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

Strategies in each subject area include use of technology and differentiated instruction, which will include the quality of instruction. Differentiating instruction will remediate, enrich, offer extra time or practice, and allow the Title I paraprofessionals opportunity to work with small groups. The use of computer/ tablets provides immediate feedback and individualized instruction, as well as up to date research information. The areas of writing, science, and social studies, have strategies have to increase instruction time. This will provide more learning opportunities.

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

We included a differentiation of instruction component in all subject areas close the gap in achievement scores between our top and bottom 30%. The Title I paraprofessionals will conference with the teachers regularly to discuss which students are in need of extra help. Current paraprofessionals focus on students struggling in ELA and Math, but as support is increased for the 2014-2015 school year, the other areas will be covered more. Teachers will support them with materials and topics to work on. These will vary by grade level, time of year, and academic subject area.

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

The strategies in our schoolwide plan that specifically target students requiring interventions are use of differentiated instruction and Title I support.

Kindergarten students receive an hour of Title I support four days per week for reading instruction. They use a program called Language!, combined with KPALS. First Grade students get 40 minutes four days a week for similar programming.

Second- Fifth grades are supported by the Title I paraprofessionals for both math and ELA. The teachers let the paraprofessionals know what skills to work on. This time period varies depending on the needs, but is an average of 40 minutes two days per week. Some of the programs used (besides supporting the classroom work) are: Florida Center For Research Activities, Soar the Success, QuickReads, and readers theater.

Additional intervention programs: Read and Achieve, Students Needs Assessment Committee, Reading Eggs, Accelerated Reader, Accelerated Math, Star Early Literacy, Reading, and Math,

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

The school assesses students regularly using STAR assessment, district assessments, and other curricular testing. State assessment results are used as they are available. Students are watched for successes and struggles. Grade level meetings are held monthly to evaluate growth data and discuss plans for the bottom 30% of students. Students will be progress monitored on STAR.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Avoca Elementary has no turnover rate for the school year; all teachers that started the year are finishing.

We have two new teachers in the building this year that were not here last year due to resignations.

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

Avoca Elementary currently has 18 staff members currently delivering 15.43 FTEs of academic instruction.

Years of experience 0-3 - 4 staff members

Years of experience 4-8 - 5 staff members

Years of experience 9-15 - 7 staff members

Years of experience 16+ - 2 staff members

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

Avoca Elementary has a very low turnover rate. Teachers rarely choose to leave the building. High academic standards, sound financial management, competitive pay and benefits, as well as a personal approach in the district are selling points to possible candidates in the area. Yale Public Schools offers a comprehensive and supportive 4 year induction program. Avoca has a strong academic reputation and the community supports the school. To ensure that YPS and Avoca attract the best teachers and staff our district requires a 4 step interview/hiring process.

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

Avoca Elementary has a very low turnover rate. Teachers rarely choose to leave the building. High academic standards, sound financial management, competitive pay and benefits, as well as a personal approach in the district are selling points to possible candidates in the area. Yale Public Schools offers a comprehensive and supportive 4 year induction program. Avoca has a strong academic reputation and the community supports the school. To ensure that YPS and Avoca attract the best teachers and staff our district requires a 4 step interview/hiring process.

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

There is not a high turnover rate at Avoca.

Component 5: High Quality and Ongoing Professional Development

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

The staff will be provided weekly grade-level meeting time and common prep time to work on specific subject area content. Monthly Grade-level Meetings (GLM) will provide time to provide writing support, review data, meet with paraprofessionals. One upper elementary teacher and one lower elementary teacher attended training on MAISA writing units in order to support the rest of the staff in writing during the monthly GLM time, as writing was Avoca's lowest academic area on the Fall 2013 MEAP.

Bi-weekly staff meetings are held to address professional development, which is led by administrators, teachers and/or RESA consultants. Topics discussed in staff meetings include, but are not limited to the following: CCSS teacher training for Math and ELA, technology integration across the curriculum, implementation of technology across all content areas, differentiated instruction strategies in all content areas, Math journaling support/instruction, teacher training in writing strategies, reading comprehension and meta-cognition strategies and teacher training in STAR data reporting and interpretation.

The district-provided professional development will be focused on integrating "21st Century" technology into the school and classroom. The Math RESA consultant will be meeting with the staff throughout the year to provide Professional Development on the new math series, which is aligned to CCSS. Additionally, the ELA RESA consultant will be meeting with the staff to support CCSS, WriteWell and to provide a scoring clinic.

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

The professional development provided throughout the school year will be revisited during common prep times, grade level meetings and staff meetings. Activities are identified on the district's Professional Development Calendar. The administrative staff has worked closely with the RESA consultant to provide on-going and sustained professional development, specifically in the areas of integrating CCSS math and ELA. The ELA RESA consultant will provide information regarding the annual changes, which are made to the WriteWell curriculum. The RESA Math consultant will be providing professional development on the district's new math series. The Professional Development plan for the 2014-2015 school year includes the integration of various forms of "21st Century" technology, which will be revisited throughout the year via staff meetings and check points that are already identified by the district and placed on the Avoca calendar.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yale Public School's Professional Development Calendar is attached.	YPSD Professional Development Calendar

Component 6: Strategies to Increase Parental Involvement

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

There are parents on our School Improvement Team whom we are able to consult with on a regular basis. Parent input regarding our school-wide plan is reviewed annually using a Parent Perception Survey. Open-ended questions are available for parents to give their ideas about what they would like to see improved in the school. The principal and at least one teacher (rotating) is available at every Parent Teacher Organization meeting in order to allow for parent input for the school's plan. Parents are able to speak monthly during the public participation portion of school board meetings. Additionally, a number of the Avoca staff members have children who attend Avoca. These staff members have multiple reasons to be vested in the school and have been valuable contributors to our school-wide plan, as well.

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

Parents are involved and informed of the school-wide plan via the Parent Teacher Organization. The parents help to organize and support building activities, which raise money to purchase materials and programs that support building curriculum and goals. Parents are continuously encouraged to take part in the daily activities of Avoca. Volunteer opportunities are discussed at the open house and forms are sent out to every parent that evening. Additionally, volunteer forms and information about various events/activities are sent home in classroom and school newsletters. All of the activities in our school are linked to the implementation of our school-wide plan. Not only do we have parents on our team, we have several staff members that are parents of Avoca students. These staff members are valuable in implementing the plan.

Additional information:

Parents are involved in the hiring process of our highly qualified teachers. A different parent is selected to sit in on the interview process when new teachers are being considered.

The Parent Involvement Plan and Parent/Teacher/Student Compact is reviewed at the yearly Title I review meeting. At this meeting, the Title I program is evaluated and parents are able to express their ideas/opinions/concerns regarding the Title program, Compact and Parent Involvement Plan. This meeting will be advertised through the PTO, newsletter and via a FaceBook invite.

The parents of incoming Kindergartners and parents of exiting preschoolers are informed of our school-wide plan, resources available, Kindergarten expectations and school-wide program, at the Kindergarten Parent Orientation Meeting. This meeting is held in April and includes staff members such as the Director of Transportation, Speech and Language Pathologist, Principal, Teachers, and the School Social Worker.

Parents are informed of, and introduced to, Avoca's highly qualified staff at the yearly open house in August.

Data from various assessments and programs (STAR Math, STAR Reading, STAR Early Literacy, Accelerated Reader, Accelerated Math, IEPs, 504s, SNAC meetings, growth plans, etc.) is shared with parent throughout the year, including, but not limited to Fall and Spring conferences. At the meetings, parents are informed of the goals of our school-wide plan, and become involved with assisting their child in meeting said goals.

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Avoca is fortunate to benefit from the assistance of parent as volunteers/teacher supports in our classrooms. We welcome their help daily and are grateful for it. Parents are also asked to assist in after-school programs.

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

Parent involvement is evaluated by attendance of parents in programs and projects in the school building, including volunteers in the classrooms. Parent Survey's are administered yearly during Parent/Teacher conferences. The survey made available the following ways: emailed to parents, hard copies are made available in the office and classrooms and iPads are available to parents in both hallways during all three conference times. The surveys are confidential and the data collected is examined and used to improve programs, communication and parent involvement.

Parents are encouraged to attend the annual Title I review meeting to give feedback on the services, as well as the Parent/Teacher/Student Compact and the Parent Involvement Policy. Avoca makes a conscious effort to involve parents in all aspects of our school-wide plan, including the evaluation of the plan and programs.

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

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

ESEA Section 1118

1. Provide Assistance to Parents in Understanding Standards, Assessments, and Achievement

Avoca staff assists parent in understanding standards, assessment and achievement through various meetings, such as Parent/Teacher Conferences (held twice yearly), growth meetings, IEP meetings, 504 meetings, Student Needs Assessment Committee Meetings, phone calls home, information packets sent home with growth data, etc. The staff is committed to being available to parents for face-to-face meetings, via phone (each teacher has a phone in the classroom as of 2013-2014 school year) and via email. Contact information for all teachers is placed in classroom newsletters, as well as in the school newsletter. Staff members are all well-versed on helping parents interpret growth data, such as DRA, Dibels and STAR data. Additionally, report cards are sent home every twelve weeks. Progress reports are sent six weeks before each report card window for students who are not making expected progress.

2. Provide Materials and Training for Parents

Parents are provided materials for training through teacher support, via growth meetings, SNAC plans or Title I support. Teachers guide/train parents in the remediation process for additional home support. During various meetings, Avoca staff uses growth data from our assessments to assist in the understanding of the way in which he can support his child at home. Materials, such as "books to go", summer remediation packets, flashcards, etc., are provided to the parents so they can be effective and moving in the same "direction" as the teacher.

3. Train Staff to Work Collaboratively with Parents

Yale Public Schools has provided training, assistance and/or professional development to help staff print and interpret various forms of growth data that can be easily understood by parents. For example, STAR (our universal screener) has a report that is specifically meant to

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be parent-friendly. Avoca Elementary has a new teacher mentor program in place, wherein each new teacher is assigned a mentor for his/her first three years of teaching. The new teachers also go to a five day "New Teacher Training" program to get acclimated to the school climate and learn of the resources available to help the new teacher, including how to effectively use our resources to collaborate with parents. Additionally, in the weekly staff notes, the administrator copies links for professional articles that staff can read. The professional readings have included information on effective communication and support of parents.

4. Coordinate and Integrate Parent Involvement Programs

Avoca Elementary has programs in place, which give parents the opportunity to be involved and/or coordinate programs. Some examples include: Box Top collections, pop can collections, Julie's Kids fundraising (local non-profit, which assists families in need), Parent Teacher Organization, various school fundraisers, Avoca Fall Fun Run, PTO Flower Sale, Grade-level music concerts, Science Fair Night, Career Day, Vinkier Rewards, Labels for Education, Santa's Secret Workshop, Supper with Santa, Spring Fun Fair, etc.

5. Effectively Communicate with Parents

Classroom newsletters go home weekly and school newsletters are sent home monthly. These newsletters are emailed, as well as printed for our families. Information of various events (and reminders) is posted on the Avoca Facebook page. The staff make regular phone calls home and send emails to parents regarding academic success of students, as well as, to inform of and assist in the process of remediation for student challenges. The staff is committed to being available to parents for face-to-face meetings, via phone (each teacher has a phone in the classroom as of 2013-2014 school year) and via email. Contact information for all teachers is placed in classroom newsletters, as well as in the school newsletter. Staff members are all well-versed on helping parents interpret growth data, such as DRA, Dibels and STAR data.

14. Provide Support for Parent Involvement

Parent are regularly encouraged to be involved at Avoca Elementary. At the beginning of the year Open House, parents are given a volunteer form, which allows them to sign up for various opportunities within the school, such as in the classroom and PTO. Throughout the year, various volunteer forms are sent home for opportunities to chaperone class trips, speakers for Career Day, Book Fair Volunteers, Fun Day Volunteers, etc. These forms are sent via email, class newsletters and school newsletters.

The Avoca staff also offer many means of communication with parents. They are available for meetings before and after school, as well as during their prep times. The staff is available via phone (each teacher has a phone in the classroom as of Fall of 2013) or via email. The teachers' contact information is listed in classroom newsletters and school newsletters throughout the year. Parent Teacher Conferences are held twice a year with day and evening appointments available.

F. Provide Opportunities for All Parents

Our Parent Teacher Conference attendance has been in the 95th percentile or higher for many years. For the few who are unable to attend, the teacher puts forth a valiant effort in contacting the parent via phone or email. We attempt to gain a rapport and relationship with all of our parents. In some instances, home visits have been arranged for parents who are unable to come to the school. We have arranged for the Social Worker to assist in communicating with parents with limited cognitive abilities and or illiterate parents. At this time, we do not have any non-English speaking families. For families with a lower SES, we are sure to reach out and offer free or reduces lunch services, as well as support through various programs such as Julie's Kids or local food pantry support. We give away gift cards for gas and food, as necessary, and support our families by helping them attain gifts for their children during the holidays. Additionally, we give away large food baskets district-wide at Thanksgiving time. Avoca is a handicap accessible building to meet the needs of our constituents and their families, as well as, students with various disabilities in our student population.

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

The plan can will be evaluated by attendance of events, participation in the daily communication tools, and through the annual Fall survey and the annual Title I survey. The principal and at least two teachers attend each PTO meeting in order to hear the concerns and needs of parents. Parents also have the ability to provide information in an open-ended forum on the anonymous, annual survey. All recommendations from the Title I annual review meeting, the Fall Parent survey, as well as "informal" suggestions, are considered for implementation.

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

The Title I schoolwide program is reviewed at the annual review parent meeting. The feedback from this meeting was positive and parents seemed to have a common understanding of what the program offers. There was some concern at the meeting regarding the amount of support available from Title I Paraprofessionals. This was taken into consideration and Avoca will be adding at least one, but possibly two paraprofessionals to our exiting two. Any areas with low involvement or low satisfaction will be targeted for improvement.

8. Describe how the School-Parent Compact was developed.

The compact was a collaboration of the Title I director, the district's three elementary building principals and a committee of teachers in 2002. It was revised in 2009 by a committee of parents, teachers and administrators. The compact is revised annually at the Title I parent meeting with the collaboration of parents, teachers, the building administrator and the Director of Title I services.

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

Teacher present and discuss the compact with parents individually with parents at fall conferences. The teacher reviews all aspects and both the teacher and parent sign it. If the student is not at the meeting, teachers review the parent portion of the compact, so the parents can in turn review it with the student upon their return home from conferences. The teacher also reviews the compact with the students in the classroom setting, prior to the conferences with their parents.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Avoca Elementary's Parent-Teacher-Student Compact is attached.	Parent-Teacher-Student Contract

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

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Teachers explain assessment results when they are individually presented to parents at conferences or other meetings. For students who are experiencing challenges or in need of remediation, monthly meetings are held in the form of SNAC or growth meetings. Teachers have a variety of reports, which include parent-friendly information in written and graph or scale form to share with the parents. These reports can be printed from the STAR assessment, DRA, Dibels, state reports, and/or district-created assessments. The district has also made an effort to develop a report card that is written in parent-friendly language. The administrator and teachers are available to assist parents with the understanding of these results in traditional meetings, by phone or via email, as necessary.

Component 7: Preschool Transition Strategies

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

Avoca Elementary has a preschool program housed in the building. The curriculum was developed by the county early childhood directors in collaboration with kindergarten teachers, and with state content expectations as the basis. Preschool children are included in school events and visit other classrooms. There is regular communication between the preschool teacher and the kindergarten teachers. Ancillary services are available to the preschool children as needed.

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

The school hosts a parent information evening, where parents are provided information on kindergarten and the expectations. Preschool students attend kindergarten round-up, where they are assessed and parents are informed of their readiness. The preschool teachers assess students three times per year; the assessment is based on kindergarten expectations. This is used to inform parents on kindergarten readiness as well.

Component 8: Teacher Participation in Making Assessment Decisions

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

The Avoca Elementary staff has a curriculum chair for every subject area. This teacher involvement is a critical piece of the development of the district's curriculum writing, evaluation/assessment and accountability. The Avoca curricular chair of each committee is required to attend district-wide curriculum meeting for their identified subject area. All teachers are invited and encouraged to attend the curriculum-focused meetings, with the chair of each subject area. Assessments and academic support materials are either developed by these committees or chosen by them.

Yale Public Schools, including the Avoca staff, have worked together to create a Literacy Plan and a Numeracy Plan. These plans include information regarding the assessments available for teachers to use, time frames for required testing and expected benchmark/achievement levels. The Avoca staff takes part in updating these plans for the district, which includes the decision-making process for all aspects of both plans. Additionally, common assessments have been developed and new curricular materials are reviewed during district-wide and school-wide grade-level meeting times.

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

Teachers at Avoca Elementary use data to drive instruction. They use state assessment results, DRA, DIBELS, and STAR data to drive instruction and provide remediation. Each grade level uses this data to identify and plan for its bottom 30% of student achievement. Teachers are also given time as a staff to analyze patterns in said data.

Beginning in the 2014-2015 school year, grade-level meetings will be scheduled monthly to review data, with careful consideration and emphasis placed on the bottom 30% of students. The School Improvement Plan, along with district and school-wide professional development is driven by the results of the data.

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

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

Information is extracted from state provided documents and websites, along with longitudinal data from Yale Public School's student information system (Data Director). Those students performing below advanced or proficient levels (or below benchmark) are identified and interventions are put into place to remediate the gap in achievement. Avoca Elementary has a process in place called the Student Needs' Assessment Committee (SNAC). The SNAC plan brings together a student study team, which includes the teacher, resource room teacher, speech and language pathologist and principal, to discuss a students' strengths and challenges. The team determines the approach to take to remediate gaps and makes each goal measurable. The committee meets again after approximately thirty school days to determine if the student is showing measurable growth and to decide if it is necessary to put additional supports in place.

Some of the data used to determine a students success and supports used to remediate gaps include, but are not limited to:

STAR Early Literacy K - 1

STAR Math 2 - 5

STAR Reading 2 - 5

Reading Eggs K - 1

Accelerate Reader K - 5

Developmental Reading Assessments (DRA) for K - 5

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K - 1

SNAC Plans K - 5

Reading Growth Plans K - 5

Math Growth Plans K - 5

District created Math Assessments K - 5

Accelerated Math 2 - 5

Writing Samples are formally assessed three times per year in grade K-5

Chapter and Unit tests are used to determine success in short-term curricular goals

Grade-level meetings occur wherein analysis of data takes place

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

Students who are experiencing difficulty mastering the State's academic achievement standards receive the following timely, effective assistance:

Small group Title I Instruction is offered to remediate academic gaps (Reading and Math)

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The teachers look at the data for specific skills that need reteaching (all academic subjects)

Teachers use differentiated instruction for struggling students (all academic subjects)

Extra time of instruction is designated to students in need of remediation (all academic subjects)

Quick Reads are used to identify reading gaps (Reading)

PALS is put in place for Kindergarten and First grade students (Reading)

Summer School is offered for students in need of extra support (all academic subjects)

Growth Plans are put in place for students below expected achievement (Reading and Math)

SNAC plans are convened for students with academic concerns (all academic subjects)

Targeted Skill Practice is utilized through the Accelerated Math program (Math)

Sumdog and X-tra math web sites are accessed for additional math practice (Math)

Pro-time used with K and First graders (Reading)

SuccessMaker is used with 2 - 5 grade identified students for remediation (Math and Reading)

Study Island is used with 5th grade students (ELA and Social Studies)

Raz Kids web site is used to give students additional reading practice at school and home (Reading)

Vocabulary reinforcement through word walls and specific focus during centers or small group instruction (all academic subjects)

Informational text instruction and focus during centers and small group instruction (Reading, Science and Social Studies)

Students may receive extra, intensive instruction and/or assistance at any time from the Resource Room teacher, Speech and Language Pathologist, Title 1 Paraprofessionals, parent or grandparent volunteers, and the classroom teacher. Intervention groups are determined using data, teacher input and parent input.

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

Avoca Elementary teachers use differentiated instruction strategies for all content areas. For example, small group instruction and conferencing with students is used to identify and begin closing gaps, technology tools and programs, high interest and real world projects are sought out, test taking strategies are taught and used, summer school and Read & Achieve. Differentiation is also addressed using the following methods:

- Pre-assessments determine prior knowledge of content
- Front-loading of vocabulary or content
- Use of strategies such as KWL, journaling, or anticipation guides
- Varied teacher approach: presentation, demonstration, jigsaw, videos, test, guest speakers
- Small, flexible grouping
- Centers varied by interest and ability
- Following SNAC plans with fidelity
- Following growth plans with fidelity
- Use of technology in presentation and student output
- Ongoing assessments to check for understanding and acquisition of skills
- Study Island (grade 5)
- Reading Eggs (K-1)

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

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

Avoca teacher use various strategies and programs to ensure the success of all students in the classroom. Some programs that are available to teacher and students in the classroom include:

Study Island

Reading Eggs

STAR

Accelerated Reader

Accelerated Math

Raz-Kids

A Student Needs Assessment Committee is available to teachers for students who are not making expected growth in the classroom, even with additional support. In addition to extra support personnel and programs, the following enrichment programs are available to students:

Read and Achieve

ProTime

Summer School

Avoca Elementary participates with the following federal programs:

Universal breakfast- Children are ensured a healthy, hunger-free start to their day

School Lunch- Meal Reimbursement Program

Early Childhood Special Education- ECSE classroom provides students with IEPs with academic and ancillary services

Title I A; Supports all students academically who are at risk

Title I School Wide: Supports the staff in its design and implementation of Title I programs and school wide

Title 2 A: Provides staff training

Avoca also participates in the following state programs:

31a: Funding contributes to funding for at-risk students

We also provide local programs such as :

D.A.R.E.: Drug Abuse Resistance Education

Avoca Parent Teacher Organization: Supports academic programming and materials needed

St. Clair Community Foundation: Supports academic progress and provides monies for materials

St. Clair RESA: Supports classroom services

St. Clair County Medical Association: Walk for Summer Reading Program

Great Start/ Head Start: Provide funding for parent funding for all preschool students and preschool for qualifying students

Great Start Readiness Program: Provides free preschool education for qualifying families

Michigan Model for Comprehensive Health Program

Julie's Kids: Supports families in needs or in crisis

Avoca Preschool/ Daycare/ Latchkey

School Improvement Plan

Avoca Elementary School

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

Comprehensive Needs Assessment

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

St. Clair County RESA: Supports classroom services, curriculum, and training

Schoolwide Reform Strategies

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

Instruction by Highly Qualified Professional Staff (Teachers and Paraprofessional Staff)

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

High Quality and Ongoing Professional Development

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

Strategies to Increase Parental Involvement

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

Early Childhood Special Education: ECSE classroom provided services to students with IEPs

Preschools Transition Strategies

Section 31A

Great Start/ Head Start

Teacher Participation in Making Assessment Decisions

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

Timely and Additional Assistance to Students

Title IA: Supports all students academically who are at risk

Title II A: Provided staff training

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

DARE

Avoca Parent Teacher Organization

St. Clair Community Foundation

St. Clair RESA

ST. Clair County Medical Association

Great Start/ Head Start

Michigan Model for Comprehensive Health

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

Avoca Elementary is a kindergarten through fifth grade building. Adult education, vocational, and technical education education are not applicable. St. Clair County police department works with Avoca Elementary in the Area of violence prevention through DARE training. Positive Behavior Incentive Supports are used to support behavior expectations.

In the area of nutrition, Avoca Elementary receives federal and state funding to support a breakfast program for all students and lunch for students who qualify for free and reduced meals. Lessons on health, nutrition, and safety are taught at each grade level through the Michigan Model Comprehensive Health Program. District social workers work with families to access available community outreach programs in the area of health, nutrition, and housing.

Evaluation:

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

The implementation of the schoolwide program is evaluated through the continuous development and follow-through of Avoca Elementary School's School Improvement Plan. The School Improvement Team meets monthly to address the progress of our plan. The meetings include data analysis and goal review. The Avoca staff will use various forms of data (state assessment scores, DRA, STAR, DIBLES, perception data, etc.) to be sure we are meeting or making progress towards the implementation of our schoolwide program. Additionally, the annual Parent, Teacher and Student Surveys will be used to help us measure aspects of the schoolwide program, which are non-academic in nature. The use of formal and informal data will assist the staff in getting the overall view of the success of our program.

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

To determine whether the schoolwide program has been effective, the School Improvement Team will analyze data from state assessments, district-created common assessments, DRA, DIBELS, STAR, WriteWell, and Comprehensive Needs Assessment. The School School Improvement team meets monthly to be sure that the school is on target for the growth that is expected in each academic subject area. During staff meetings, the team shares various forms of data with the staff and encourages them to "dig deeper" within their individual student and class data. For students who are not making expected growth, growth plans and SNAC plans are put into place to track measurable growth in each students' progress. The staff will continue to progress monitor the growth of these students, along with other struggling students, via observation, universal screeners and various other assessments. Strategies will be modified as needed to ensure regular response to the interventions.

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

Avoca Elementary measures student achievement using growth measurement tools such as STAR assessment, DRA, DIBLES, state assessment data, writing assessments and various other district-wide and building-wide assessments. The students furthest from achieving the standards are identified and placed on growth plans and/or SNAC plans. For students who are not making expected growth, or those who are not responding to the interventions in place, special education testing may be considered. The schoolwide program will be updated regularly to ensure that students' needs are being continuously met, especially those who are furthest from achieving the standards.

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

The plan will be revised regularly throughout the year based on the results of the evaluations to ensure continuous improvements for all students. The school Improvement goals, objectives and strategies are revamped annually to meet the needs of the student population. The revisions are found by goal teams and the School Improvement Team through data analysis and evaluation processes. The SI Team and goal teams present their ideas for improvement to the staff and other stakeholders for their input. When it is time to revamp the schoolwide

School Improvement Plan

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program, the revisions are made and presented to the staff in a staff meeting. The staff receives and reviews the plan in detail. Soon following the detailed review of the plan, a "quick-read" is created by the School Improvement Team in order for all staff to have an easy access sheet to be certain they are on track with the goals throughout their daily teaching.

2014-2015 Avoca Elementary SIP

Overview

Plan Name

2014-2015 Avoca Elementary SIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Avoca Elementary will be proficient in the area of mathematics.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
2	All students at Avoca Elementary will be proficient in the area of writing.	Objectives: 1 Strategies: 6 Activities: 8	Academic	\$0
3	All students at Avoca Elementary will be proficient in the area of science.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$0
4	All students at Avoca Elementary will be proficient in the area of social studies.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$0
5	All students at Avoca Elementary will be proficient in the area of reading.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$0

Goal 1: All students at Avoca Elementary will be proficient in the area of mathematics.

Measurable Objective 1:

69% of All Students will demonstrate a proficiency all areas in Mathematics by 06/01/2016 as measured by district identified math assessments, STAR Math, and the 2015 - 2016 state assessment.

Strategy 1:

Math Practices 1 & 3 - In order to increase student proficiency in math, the Avoca teachers will implement Common Core Mathematical Practices. The teachers will place emphasis on Mathematical Practices 1 and 3 because of their components of problem solving and math talk.

Research Cited: Arbaugh, F., & Brown, C.A. (2005). Analyzing mathematical tasks: a catalyst for change? Journal of Mathematics Teacher Education, 8, p. 530

Tier:

Activity - Support Math Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development for Common Core Math Practices through various forms, such as RESA consultant coaching, peer support and district provided training. Professional Development for incorporating the math practices into the district's new math program will be provided.	Professional Learning			09/04/2014	06/01/2016	\$0	Title II Part A	Teachers, Director of Title 1, Principal, RESA Consultant(s)

Activity - RESA Consultant Teaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RESA Consultants will spend time in classrooms modeling how to implement Mathematical Practices 1 and 3.	Professional Learning			09/04/2014	06/01/2016	\$0	No Funding Required	RESA

Strategy 2:

Math Vocabulary - Teachers will use grade-level vocabulary of the Common Core State Standards in student math talk, content area writing and journaling to increase student mastery of mathematics vocabulary.

Research Cited: Schwartz, J.C. (December, 1999). Vocabulary and its effects on mathematics instruction. (Eric Document Reproduction Service No. ED 439 017).

Tier:

Activity - Journaling Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be provided professional development on math journaling and/or allowed grade level meeting time to collaborate on the topic.	Professional Learning			09/03/2014	06/01/2016	\$0	Title II Part A	Principal, Title 1 Director, Teachers
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Strategy 3:

Differentiate Instruction & Intervention - Teachers will meet students' needs by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title I paraprofessionals for students in the bottom 30%, as well as any student, as needed.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners By: Carol Ann Tomlinson, 1999

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

Tier:

Activity - Differentiate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR math will be used to identify students in need of remediation or enrichment, along with other web-based learning opportunities available through the use of district-purchased computers and iPads.	Academic Support Program			09/04/2014	06/01/2016	\$0	Title I Part A	Teachers

Activity - Title I Intervention, After-school and Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in summer school.	Academic Support Program			09/01/2014	06/01/2016	\$0	Title I Part A	Director of Title I, Title I Paraprofessionals, Teachers

Activity - Paraprofessional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessionals will be trained in updated methods of data reporting and instruction.	Professional Learning			09/04/2014	06/01/2016	\$0	Title II Part A	Director of Title I Services and Paraprofessionals

Activity - Parent Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide parent support for the district's new math series. Examples of support would be in the form of tutorials, math nights, parent letters, etc.	Parent Involvement			09/04/2014	06/01/2016	\$0	Title I Part A	All Staff

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Strategy 4:

Technology - Teachers will provide all students with access to technology in order to enhance math learning and provide extra practice.

Research Cited: Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. Innovate, 1(3).

Tier:

Activity - Provision of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with adequate access to computer lab, iPad cart, internet access for math websites in order to enhance math learning and provide extra practice.	Academic Support Program			09/04/2014	06/01/2016	\$0	General Fund	Principal, Teachers, Director of Title I, Director of Technology

Goal 2: All students at Avoca Elementary will be proficient in the area of writing.

Measurable Objective 1:

61% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2016 as measured by the 2016 state assessment.

Strategy 1:

Writewell - Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. Lessons will be structured in the Writers Workshop model with mini-lessons in order to improve student writing.

Research Cited: Caulkins, Lucy (2003) Units of Study for Primary Writing A Yearlong Curriculum. Teachers College Reading and Writing Project, Columbia University.

Tier:

Activity - Writewell	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided (by RESA consultants) the professional development necessary to implement any changes that have been made to the Writewell curriculum.	Direct Instruction			09/04/2014	06/01/2016	\$0	Title II Part A	RESA consultant(s), Director of Title I, teachers, principal

Activity - Writewell Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be given time and resources necessary in order to successfully implement the writewell curriculum	Curriculum Development			09/03/2014	06/01/2016	\$0	General Fund	Director of Title I, teachers, principal
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Strategy 2:

Supplemental Writing Practices - Teachers will explicitly teach strategies for planning, revising and editing both narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study.

Research Cited: Gillespie, Amy, and Steve Graham. "Evidence-based Practices for Teaching Writing." Better Evidence-based Education Dec. 2011. Web. 30 Apr. 2013.

Tier:

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be provided for teachers during grade level meetings or common prep time to meet within grade levels to gather resources and collaborate.	Teacher Collaboration			09/03/2014	06/01/2016	\$0	No Funding Required	Teachers, Principal, Social Worker

Strategy 3:

Technology - Teachers will provide all students with experiences/ instruction in keyboarding while composing a piece of writing. They will also use various forms of technology to produce and publish writing.

Research Cited: Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. Innovate, 1(3).

Bartholome, Lloyd W. and Long, Ilone D. "Teaching Keyboarding to Elementary School Students," National Association of Laboratory Schools Journal, Winter, 1986.

Tier:

Activity - Technology Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adequate equipment and support will available for teachers and students.	Technology			09/03/2014	06/01/2016	\$0	General Fund	Technology Director, Principal

Strategy 4:

Writing Across the Curriculum - Teachers will design lessons, which will include the use of key vocabulary, for students to write across all subject areas.

Research Cited: Peha, S. Writing Across the Curriculum. . Retrieved May 20, 2013, from

[http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

Tier:

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Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Avoca teachers will use web sites and teaching strategies to build vocabulary in order to assist them in writing across the curriculum.	Direct Instruction			09/03/2014	06/01/2016	\$0	General Fund, Title I Part A	Director of Title I, Teachers, Principal

Strategy 5:

Differentiate Instruction & Intervention - Teachers will meet students' needs by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title I paraprofessionals for students in the bottom 30%, as well as any student, as needed.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners By: Carol Ann Tomlinson, 1999

Fielding, Lynn, Nancy Kerr, Paul Rosier (2007). Annual Growth for All Students, Catch-Up Growth For Those Who are Behind. New Foundation Press.

Tier:

Activity - Title I Intervention, After-school and Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in Summer School.	Academic Support Program			09/03/2014	06/01/2016	\$0	Title I Part A	Principal, Teachers, Title I Director

Activity - Paraprofessional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I paraprofessionals will be trained in updated methods of data reporting and instruction.	Professional Learning			09/03/2014	06/01/2016	\$0	Title II Part A	Director of Title I and Paraprofessional

Strategy 6:

Increase time spent on writing instruction - Teachers will plan for a minimum of 45 - 60 minutes writing block per day. During this writing block 15 - 30 minutes will be allotted for students' purposeful, intentional writing.

Research Cited: Making Every Moment Count-Maximizing Quality Instruction Time (2007, June). In Reading.org. Retrieved May 12, 2014, from www.reading.org/libraries/reports-and-standards/memc_070620.pdf

Tier:

Activity - Increase time spent on writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will spend an increased amount of time teaching writing curriculum to students and allot daily class time for students' purposeful, intentional writing.	Policy and Process			09/03/2014	06/01/2016	\$0	No Funding Required	Classroom Teachers
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Goal 3: All students at Avoca Elementary will be proficient in the area of science.

Measurable Objective 1:

45% of Fifth grade students will demonstrate a proficiency in science concepts in Science by 06/01/2016 as measured by 5th grade state assessment.

Strategy 1:

Increase time spent on science instruction - Avoca teachers will spend an average of 150 minutes per week on science instruction.

Research Cited: Blank, R. K. (2012). What is the impact of decline in science instructional time in elementary school? N.p.: Noyce Foundation. Retrieved April 30, 2013, from <http://www.csss-science.org/downloads/NAEPElemScienceData.pdf>.

Tier:

Activity - Increase time spent on science instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will spend an increased amount of time teaching science curriculum to students.	Policy and Process			09/04/2014	06/01/2016	\$0	No Funding Required	Teachers, principal, Director of Title I

Strategy 2:

Science Vocabulary and Writing - Teachers will explicitly teach science vocabulary, design lessons that incorporate journaling and science writing, and incorporate key science words on word walls, poster and/or charts.

Research Cited: Stahl, S.A. & Fairbanks, M.M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. Review of Educational Research, 56(1).

Tier:

Activity - Increase science vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Avoca teachers will use web sites and teaching strategies to build and review science vocabulary comprehension. For example: ScienceBuilder.com/michigan.php Username: michigan Password: science	Direct Instruction			09/04/2014	06/01/2016	\$0	General Fund	Teachers, Director of Title I, principal

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Strategy 3:

Scientific Process - Students will develop an increased understanding of the scientific process through hands-on experiments in the classroom, along with participating in Avoca's annual Science Fair. Science lessons will include opportunities for students to participate in at least one hands-on experiment using the scientific method for each unit of study.

Research Cited: Science: A Closer Look

(2008) MacMillan/McGraw Hill

Tier:

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Avoca will hold an annual science fair to increase an understanding of hands-on science concepts.	Direct Instruction			09/03/2014	06/01/2016	\$0	General Fund	Teachers, Director of Title I, principal

Activity - Scientific Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with adequate materials and supplemental materials to implement hands-on lessons and experiments in the classroom.	Direct Instruction			09/03/2014	06/01/2016	\$0	General Fund	Teachers, Principal

Strategy 4:

Differentiate Instruction & Intervention - Teachers will meet students' needs by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title I paraprofessionals for students in the bottom 30%, as well as any student, as needed.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners By: Carol Ann Tomlinson, 1999

Tier:

Activity - Differentiate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/02/2014	06/01/2016	\$0	General Fund, Title I Part A	Principal, Teachers, Director of Instruction

Activity - Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Title I staff will be available to provide academic support to students in need of remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Title I Part A	Principal, Teachers, Director of Title I
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Strategy 5:

Technology - Teachers will provide all students with access to technology in order to enhance science learning and provide extra practice.

Research Cited: Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. *Innovate*, 1(3).

Tier:

Activity - Provision of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with adequate access to a computer lab, iPad carts, chrome book carts, internet access for science websites (such as Science A-Z) in order to enhance science learning and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	General Fund	Principal, Teachers, Director of Title I, Director of Technology

Goal 4: All students at Avoca Elementary will be proficient in the area of social studies.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in social studies in Social Studies by 06/01/2016 as measured by 2016 State Assessment..

Strategy 1:

Increase Time Spent on Social Studies Instruction - Avoca teachers will spend an average of 150 minutes per week on social studies instruction. Lessons in social studies may be integrated into thematic units across the curriculum.

Research Cited: Lovelace, T. L., & Crossland, B. (2009, August). Increasing instructional time in social studies through thematic instruction. Paper presented at the meeting of the National Social Science Association, Honolulu, HI.

Tier:

Activity - Increase time spent on social studies instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be provided with weekly periodicals and supplemental materials for student use.	Direct Instruction			09/03/2014	06/01/2016	\$0	Other	Teachers, Principal, Director of Title I

School Improvement Plan

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Strategy 2:

Social Studies Vocabulary and Writing - Teachers will explicitly teach social studies vocabulary, design lessons that incorporate journaling and social studies writing, and incorporate key social studies words on word walls, posters and/or charts.

Research Cited: Stahl, S.A. & Fairbanks, M.M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. Review of Educational Research, 56(1).

Tier:

Activity - Increase Social Studies Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Avoca teachers will use web sites, such as MC3 (http://scope.oakland.k12.mi.us), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction			09/03/2014	06/01/2016	\$0	General Fund, Title I Part A	Director of Title I, Teachers, Principal

Strategy 3:

Weekly Periodicals - All teachers will use weekly periodicals, and the technology accompanied with said periodicals, to supplement social studies instruction.

Research Cited: Oldendorf, S. B., & Calloway, A. (2008). Connecting Children to a Bigger World; Reading Newspapers in Second Grade. Social Studies and The Young Learner. 21(2), 17-19.

Tier:

Activity - Weekly Periodicals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be provided with weekly periodicals and supplemental materials for student use.	Materials			09/03/2014	06/01/2016	\$0	Other	Principal, Teachers

Strategy 4:

Differentiate Instruction & Intervention - Teachers will meet students' needs by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title I paraprofessionals for students in the bottom 30%, as well as any student, as needed.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners By: Carol Ann Tomlinson, 1999

Tier:

Activity - Differentiate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Materials			09/03/2014	06/01/2016	\$0	Title I Part A, General Fund	Principal, Teachers, Director of Instruction

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Avoca Elementary School

Activity - Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will be available to provide academic support to students in need of remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Title I Part A	Principal, Teachers, Director of Title I

Strategy 5:

Technology - Teachers will provide all students with access to technology in order to enhance social studies learning and provide extra practice.

Research Cited: Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. *Innovate*, 1(3).

Tier:

Activity - Provision of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with adequate access to a computer lab, iPad carts, internet access for social studies websites in order to enhance social studies learning and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Title I Part A, General Fund	Principal, Teachers, Director of Title I, Director of Technology

Goal 5: All students at Avoca Elementary will be proficient in the area of reading.

Measurable Objective 1:

79% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/01/2016 as measured by district identified reading assessments, STAR assessments and 2015 - 2016 state assessment data.

Strategy 1:

Comprehension Strategies and Vocabulary - To increase comprehension, Avoca K - 5 teachers will use QAR, strategies to increase grade-level vocabulary, graphic organizers, metacognition and teach structure of informational text.

Research Cited: Raphael, T.E. and P.D. Pearson. 1985. Increasing students' awareness of sources of information for answering questions. *American Educational Research Journal* 22, pp. 217 - 236

Anderson, R.C., & Freebody, P. (1981). Vocabulary knowledge. in 1. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77 - 117). Newark, DE: International Reading Association.

Dickson, S., Simmons, D., & Kame'enui, E. (1995b) "Text Organization and Its Relation to Reading Comprehension: A Synthesis of the Research.: University of Oregon. [online] available: http://www.suite101.com/external_link.cfm?elink=http://idea.uoregon.edu/~ncite/documents/techrep/tech17.html

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Tier:

Activity - Comprehension Strategies Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehension strategies training through previously purchased resources, RESA consultant training, and/or peer interaction.	Professional Learning			09/03/2014	06/01/2016	\$0	Title II Part A	Teachers, RESA consultants, Director of Title I and principal

Strategy 2:

Increased Informational text reading across the curriculum - Teachers will increase the amount of time students read informational text by introducing content specific text into all academic areas.

Research Cited: Duke, N. K. (2000, April). 3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade. Reading Research Quarterly, 35(2), 202-224.

Tier:

Activity - Increase quantity of informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided additional resources to allow for an increase of informational texts to use across the curriculum with students. These resources may include printed or web based materials.	Materials			09/03/2014	06/01/2016	\$0	Title I Part A, General Fund	Director of Title I, teachers, principal

Strategy 3:

Differentiate Instruction & Intervention - Teachers will meet students' needs by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title I paraprofessionals for students in the bottom 30%, as well as any student, as needed.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners By: Carol Ann Tomlinson, 1999

Tier:

Activity - Differentiate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	General Fund, Title I Part A	Principal, Teachers, Director of Instruction
Activity - Title I Intervention, After-school and Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in summer school.	Academic Support Program			09/03/2014	06/01/2016	\$0	Title I Part A	Principal, Teachers, Director of Title I

Strategy 4:

Technology - Teachers will provide all students with access to technology in order to enhance reading instruction and provide extra practice.

Research Cited: Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. Innovate, 1(3).

Tier:

Activity - Provision of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with adequate access to a computer lab, iPad carts, chromebook carts, internet access for reading websites (such as Razz-Kids, Reading A-Z and Reading Eggs) in order to enhance reading instruction and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Title I Part A, General Fund	Principal, Teachers, Director of Title I, Director of Technology

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
Increase time spent on writing instruction	Teachers will spend an increased amount of time teaching writing curriculum to students and allot daily class time for students' purposeful, intentional writing.	Policy and Process			09/03/2014	06/01/2016	\$0	Classroom Teachers
RESA Consultant Teaching Model	RESA Consultants will spend time in classrooms modeling how to implement Mathematical Practices 1 and 3.	Professional Learning			09/04/2014	06/01/2016	\$0	RESA
Increase time spent on science instruction	Teachers will spend an increased amount of time teaching science curriculum to students.	Policy and Process			09/04/2014	06/01/2016	\$0	Teachers, principal, Director of Title I
Grade Level Meetings	Time will be provided for teachers during grade level meetings or common prep time to meet within grade levels to gather resources and collaborate.	Teacher Collaboration			09/03/2014	06/01/2016	\$0	Teachers, Principal, Social Worker

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase time spent on social studies instruction	All classrooms will be provided with weekly periodicals and supplemental materials for student use.	Direct Instruction			09/03/2014	06/01/2016	\$0	Teachers, Principal, Director of Title I
Weekly Periodicals	All classrooms will be provided with weekly periodicals and supplemental materials for student use.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Paraprofessional Training	Title I paraprofessionals will be trained in updated methods of data reporting and instruction.	Professional Learning			09/03/2014	06/01/2016	\$0	Director of Title I and Paraprofessional
Comprehension Strategies Training	Comprehension strategies training through previously purchased resources, RESA consultant training, and/or peer interaction.	Professional Learning			09/03/2014	06/01/2016	\$0	Teachers, RESA consultants, Director of Title I and principal
Paraprofessional Training	Title I paraprofessionals will be trained in updated methods of data reporting and instruction.	Professional Learning			09/04/2014	06/01/2016	\$0	Director of Title I Services and Paraprofessionals
Journaling Professional Development	Teachers will be provided professional development on math journaling and/or allowed grade level meeting time to collaborate on the topic.	Professional Learning			09/03/2014	06/01/2016	\$0	Principal, Title 1 Director, Teachers
Support Math Practices	Teachers will be provided professional development for Common Core Math Practices through various forms, such as RESA consultant coaching, peer support and district provided training. Professional Development for incorporating the math practices into the district's new math program will be provided.	Professional Learning			09/04/2014	06/01/2016	\$0	Teachers, Director of Title 1, Principal, RESA Consultant(s)
Writewell	Teachers will be provided (by RESA consultants) the professional development necessary to implement any changes that have been made to the Writewell curriculum.	Direct Instruction			09/04/2014	06/01/2016	\$0	RESA consultant(s), Director of Title I, teachers, principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Intervention, After-school and Summer School	Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in summer school.	Academic Support Program			09/01/2014	06/01/2016	\$0	Director of Title I, Title I Paraprofessionals, Teachers

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Differentiate Instruction	STAR math will be used to identify students in need of remediation or enrichment, along with other web-based learning opportunities available through the use of district-purchased computers and iPads.	Academic Support Program			09/04/2014	06/01/2016	\$0	Teachers
Provision of Technology Resources	Teachers will be provided with adequate access to a computer lab, iPad carts, chromebook carts, internet access for reading websites (such as Razz-Kids, Reading A-Z and Reading Eggs) in order to enhance reading instruction and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology
Increase Social Studies Vocabulary	Avoca teachers will use web sites, such as MC3 (http://scope.oakland.k12.mi.us), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction			09/03/2014	06/01/2016	\$0	Director of Title I, Teachers, Principal
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Title I Intervention	Title I staff will be available to provide academic support to students in need of remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/02/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Writing Across the Curriculum	Avoca teachers will use web sites and teaching strategies to build vocabulary in order to assist them in writing across the curriculum.	Direct Instruction			09/03/2014	06/01/2016	\$0	Director of Title I, Teachers, Principal
Parent Math Support	Staff will provide parent support for the district's new math series. Examples of support would be in the form of tutorials, math nights, parent letters, etc.	Parent Involvement			09/04/2014	06/01/2016	\$0	All Staff
Provision of Technology Resources	Teachers will be provided with adequate access to a computer lab, iPad carts, internet access for social studies websites in order to enhance social studies learning and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology
Increase quantity of informational text	Teachers will be provided additional resources to allow for an increase of informational texts to use across the curriculum with students. These resources may include printed or web based materials.	Materials			09/03/2014	06/01/2016	\$0	Director of Title I, teachers, principal

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Title I Intervention, After-school and Summer School	Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in summer school.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Title I Intervention, After-school and Summer School	Title I staff will be available to provide academic support to students in need of remediation during school hours, after school and in Summer School.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Title I Director
Title I Intervention	Title I staff will be available to provide academic support to students in need of remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Process	Teachers will be provided with adequate materials and supplemental materials to implement hands-on lessons and experiments in the classroom.	Direct Instruction			09/03/2014	06/01/2016	\$0	Teachers, Principal
Increase quantity of informational text	Teachers will be provided additional resources to allow for an increase of informational texts to use across the curriculum with students. These resources may include printed or web based materials.	Materials			09/03/2014	06/01/2016	\$0	Director of Title I, teachers, principal
Technology Support	Adequate equipment and support will available for teachers and students.	Technology			09/03/2014	06/01/2016	\$0	Technology Director, Principal
Writing Across the Curriculum	Avoca teachers will use web sites and teaching strategies to build vocabulary in order to assist them in writing across the curriculum.	Direct Instruction			09/03/2014	06/01/2016	\$0	Director of Title I, Teachers, Principal
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/02/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Writewell Implementation	Teachers will be given time and resources necessary in order to successfully implement the writewell curriculum	Curriculum Development			09/03/2014	06/01/2016	\$0	Director of Title I, teachers, principal

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Provision of Technology Resources	Teachers will be provided with adequate access to a computer lab, iPad carts, internet access for social studies websites in order to enhance social studies learning and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Academic Support Program			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Provision of Technology Resources	Teachers will be provided with adequate access to a computer lab, iPad carts, chrome book carts, internet access for science websites (such as Science A-Z) in order to enhance science learning and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology
Science Fair	Avoca will hold an annual science fair to increase an understanding of hands-on science concepts.	Direct Instruction			09/03/2014	06/01/2016	\$0	Teachers, Director of Title I, principal
Provision of Technology Resources	Teachers will be provided with adequate access to a computer lab, iPad carts, chromebook carts, internet access for reading websites (such as Razz-Kids, Reading A-Z and Reading Eggs) in order to enhance reading instruction and provide extra practice.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology
Increase Social Studies Vocabulary	Avoca teachers will use web sites, such as MC3 (http://scope.oakland.k12.mi.us), periodicals and teaching strategies to build and review social studies vocabulary comprehension.	Direct Instruction			09/03/2014	06/01/2016	\$0	Director of Title I, Teachers, Principal
Differentiate Instruction	Teacher will be provided with leveled books and web-based programs to meet students' needs and provide remediation.	Materials			09/03/2014	06/01/2016	\$0	Principal, Teachers, Director of Instruction
Increase science vocabulary	Avoca teachers will use web sites and teaching strategies to build and review science vocabulary comprehension. For example: ScienceBuilder.com/michigan.php Username: michigan Password: science	Direct Instruction			09/04/2014	06/01/2016	\$0	Teachers, Director of Title I, principal
Provision of Technology Resources	Teachers will be provided with adequate access to computer lab, iPad cart, internet access for math websites in order to enhance math learning and provide extra practice.	Academic Support Program			09/04/2014	06/01/2016	\$0	Principal, Teachers, Director of Title I, Director of Technology