



School Improvement Plan

John F. Farrell-Emmett 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?

John F. Farrell-Emmett Elementary School is a K-5 elementary building. We have approximately 245 students of which 43 are school of choice students. Our free and reduced lunch program is 38% of our total student population. John F. Farrell-Emmett Elementary School is located in Emmett, Michigan in St. Clair County. We are part of Yale Public Schools. Our students reside primarily in the south/southwest sections of the school district. The majority of our students live in a rural setting, with a small percentage of students living in the villages of Emmett and Goodells.

Our school population has decreased slightly over the past few years due to the lack of employment opportunities in our vicinity. This decrease in population is not represented in students leaving our building, but rather a drop in the number of Kindergarten students joining us.

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

The vision of John F. Farrell-Emmett Elementary School is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens, and productive community members.

Mission Statement

The entire staff of John F. Farrell-Emmett Elementary School believes that all students, as individuals, are capable of learning and achieving at their maximum level of academic performance. Our mission is to produce informed, self-sufficient, responsible citizens, who are capable of working together to find solutions. We shall foster socially acceptable attitudes and behaviors in all students within our school. We believe that learning is a lifelong experience and is a shared responsibility of the total community.

Belief Statements

1. A good school teaches children and young adults to become productive members of society.
2. A good school provides for a safe and caring environment that allows maximum time for teaching and learning.
3. A good education fosters the desire and ability to question and interpret the world. We value the lifelong critical spirit and skills that a good education fosters.
4. Every child can and will succeed.
5. All children deserve the opportunity to think, dream, believe, and achieve.
6. The school, home, and community must share responsibility for the needs and development of children while fostering an appreciation for individual differences and cultures.

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.

John F. Farrell-Emmett Elementary School is very proud of our students' progress and scores when taking assessments through the Michigan Educational Assessment Program. Our scores, along with Avoca Elementary and Yale Elementary have placed the district at or near the top when compared with other school districts in the county.

John F. Farrell-Emmett Elementary School has steadily improved the availability of technology resources for our student population over the last couple of years. We have a very strong PTO group that assists us in providing educational resources and opportunities that enhances our students' educational experiences. This commitment by our stakeholders has allowed us to maintain a quality program for our students.

John F. Farrell-Emmett Elementary School will continue to work and prepare our students with skills needed for the 21st Century. We are working very hard implementing Common Core State Standards. We are preparing our students for the rigors of Smarter Balanced Assessments that are supposed to be implemented in the 2014-2015 school year. Using our school improvement plan as a guide to stay focused, we will strive to reach or surpass our accountability targets on time.

Additional Information

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

N/A

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.

At John F. Farrell-Emmett Elementary School, a teamwork approach is taken when it comes to building level decisions. Our principal or school improvement co-chairs introduce topics with stakeholders at our monthly meetings. Stakeholders take the topics back to their respective parties and seek input. At our next monthly meeting, reports are given. After thoroughly discussing topics and studying appropriate data, a decision is made by the group and action is taken. This process works well in our building. All stakeholders value the chance to be heard.

Stakeholders consist of staff members representing several departments. We also have parents on our team. Our PTO will also have a representative on the team in the 2014-15 school year. Our building is small, so seats on the SI Team are open to everyone. Team members are invited by our principal to serve on the team. Parent/community volunteers are also accepted and never turned away. Our meetings are scheduled after school since this is a time when the majority of our members are available. We also work on SI issues during school wide staff meetings. The roles of stakeholders are explained to them by the building principal or co-chairs. These responsibilities are assigned based on the individual's area of expertise or interest.

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

Our school improvement team members that played a role in developing our plan for the upcoming year included our building principal, our district's Curriculum Director, parents, our entire certified staff, and representatives from all of our ancillary staff units.

Certified staff was responsible for the development of academic goals, strategies, and instructional activities. The entire team assisted in gathering information from students, parents, and staff concerning building issues that are not directly academic in nature.

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

Our co-chairs report on the progress of our plan at staff meetings and SI meetings. The final document will be available on our district's web site for all stakeholders to view. All staff members and SI team members are e-mailed a copy of the plan once a final draft is approved. A hard copy of the plan is also available in our office for viewing.

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 been consistent, but the grade level assignments have fluctuated due to the implementation of split level classes.

How do student enrollment trends affect staff recruitment?

Student enrollment has been somewhat consistent the last several years. Teacher recruitment has not had to be adjusted due to major increases or decreases in staffing. New staff have been added only when active staff members have chosen to retire or move away for personal matters. Staff openings have been advertised locally and filled utilizing a district established four step interview process.

How do student enrollment trends affect budget?

Student enrollment continues to be consistent for our building. Budgetary cutbacks have been imposed due to district decline in enrollment.

How do student enrollment trends affect resource allocations?

Due to consistency in our enrollment in recent years, resource allocations have been maintained for our building.

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?

The involvement of parent/guardians at John F. Farrell-Emmett Elementary continues to be a vital component of our school's success. Enrollment trends are consistent.

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

Our current enrollment trend has no effect on our district's professional development plan or public relations policies.

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

Challenges that we face based on enrollment data are having classes in overload situations and teachers teaching multiple grade levels.

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

Building administration must convey the importance of class size and how it effects our students' success to central office and the Board of Education.

What are the challenges you noticed based on student attendance?

Our challenges based on student attendance are few and far between. The attendance issues of a small segment of our student population does create concern for student achievement. We follow the district's attendance policy in reporting truancy.

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

The importance of classroom attendance needs to be stressed to our student population and our truancy policy needs to be strictly adhered to.

Student Achievement Data for All Students

This area includes data questions.

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

When looking at proficient levels of the current MEAP assessment, ELA-Reading remained an area of high achievement for our students.

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

The content areas that show a positive trend in performance are ELA-Writing and Science.

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

The content areas that student achievement is above the state target of performance are Math and ELA- Writing. However in each area of ELA-Reading, Science, and Social Studies we are within 1% in of making the state target of performance goals.

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 are high achievers in the classroom.

What factors or causes contributed to improved student achievement?

Implementation of educational software, staff development, and enrichment activities have played a role in the improvement of student achievement. The use of Write Well as a resource to guide writing instruction has also contributed to our students' achievement.

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

Our building uses pre- and post assessments to monitor student progress. We also use the STAR Assessment program with fidelity to help identify and record student progress.

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

The lowest level of student achievement is in Science.

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

The percent proficient in reading dropped 1% from 2012-2013 when compared to the 2013-2014 percent proficient. Social studies showed a 6% decline when comparing the same data.

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

In Science, 31% of our students scored at the proficient level which is 1% less than the state's target.

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

Our students who are in the bottom 30% represent a combination of low socioeconomic status, inconsistent home environment, and disabilities.

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

Factors or causes contributing to a decline in student achievement is a very complex issue. Our socioeconomic status has been changing over the past couple of years. We also have been experiencing larger class sizes and grade level split classes. We have also experienced changes in resources used to assist delivery of instruction. With some of these changes there has been very little professional development directed to the use of the resources.

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

At this time, we can not exactly pin point what it is that is having a negative impact on student achievement. The staff at John F. Farrell-Emmett Elementary School continues to look at the data and implement strategies based on best practices that should improve student achievement.

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

The staff at John F. Farrell-Emmett Elementary School is committed to delivering an educational experience that will improve student achievement. More time will be given for professional development opportunities during staff meetings. Our district is addressing our professional development plan and designing it with our district and individual building needs as priority one.

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 small student population, John F. Farrell-Emmett Elementary School is hard pressed to create subgroups of 30 students or more. Subgroups based on gender have no major differences based on achievement.

How do you know the achievement gap is closing?*

We are closing the achievement gap for our bottom 30% in the areas of Reading and Writing. In Reading, 92% of our bottom 30% were proficient on the MEAP. In Writing, 83% of our bottom 30% were proficient on the MEAP. Our target goals were 82% and 56% respectively.

We still need to close the gap in the areas of Math, Science, and Social Studies. Our target goal in Math is 60%. Only 43% of our bottom 30% were proficient on the MEAP. In Social Studies, 31% of our bottom 30% were proficient on the MEAP. Our target goal in the content area is 53%. Science is an area of grave concern. We did not have any of our bottom 30% score proficient on the MEAP. Our target goal is 32% in this content area.

What other data support the findings?

STAR Assessment Data, DRA scores, and Dibel data are also used to measure students' growth.

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

Identifying our students who make up the bottom 30% has helped us focus on additional opportunities and remediation for this group.

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

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Identifying students in the bottom 30% has brought more individualized instruction for our students. Our students are making positive growth. Data reflects this.

What actions could be taken to continue this positive trend?

We will continue to research best practices that will assist our students in making achievement gains.

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?*

N/A

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

N/A

What other data support the findings?*

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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 are identified and progress is monitored for intervention programs. Reading and math growth plans are created for students who need extra support in these academic areas. The growth plans contain research based strategies that are implemented by staff and parents. Students experiencing difficulties academically or socially are also eligible for a Student Needs Assessment Committee process review. Students with disabilities that have been identified through our strength and weakness screening process are also entitled to special education services.

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

Benchmark levels for literacy and math have been established by the district. DRA's, Dibels, and STAR assessments are used throughout the year to monitor students' achievement.

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

Extended Learning Opportunities are available to our students through proto-pages that many of our teachers have created. These pages direct students to web sites that will enhance and support their grade level curriculum. The district also provides a summer school program. An after school reading program is also offered during the school year. Students also have access to our on-line curriculum support programs (Study Island) at home.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.18

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

Families are notified of extended learning opportunities through our local newspapers. The district also sends out a newsletter announcing educational opportunities. John F. Farrell-Emmett Elementary School also sends out a monthly newsletter to families. Classroom teachers

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also send home a weekly newsletter sharing information with families. 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?	12.03

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.0

What impact might this data have on student achievement?

John F. Farrell-Emmett Elementary School's staff is a good mix of experienced professionals and enthusiastic educators beginning their careers in education. This "mix" creates a professional learning community that is progressive in staying current with educational practices while applying these practices with the wisdom that only comes with experience. This impact on our students' achievement is very positive.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	43.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	102.0

What impact might this data have on student achievement?

Professional development is important for staff members to stay current with best practices. This investment should pay dividends in student achievement in the long run. When the assigned classroom teacher is out of the classroom, consistency is interrupted. If the classroom teacher leaves lessons that are taught by a certified teacher the interruption should be minimal for the students. The quality of our

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substitute teachers in this case is very important for minimal impact on student achievement for the day.

Perception Data - Students

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

Areas that were levels of high satisfaction for our students were teachers wanting students to do their best. Upper elementary students also responded that the teachers and the principal want every student to learn. Students also commented on having books for them to read and having computers for them as areas of satisfaction.

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

Our technology opportunities are increasing for our students. We also have been adding new titles to our library collection.

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

Two areas received a low level of satisfaction from our students. 25.81% of our upper elementary students responded that they do not feel that they are asked by the principal and teachers what they think about the school. 19.42% of our lower elementary students responded that they do not know what to do each day at school.

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

Many of our students are realizing that their ideas and thoughts are listened to by staff. As a staff we need to continue to encourage students to share their thoughts and ideas about our school. We must listen to the students and try to work together to implement some of these thoughts and ideas that will improve our school.

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

We have a staff at John F. Farrell-Emmett Elementary School that takes ownership of all our children. This creates a family environment where everyone knows your name and creates a sense of belonging. Our students understand that the staff care about them as a person.

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

Lessons need to take into account different learning styles. Teachers must clearly state instructions to our students. Students need to know why an assignment is being taught. They must also have clear directions dealing with how they are to complete the assignment. Students must have fun while they are here working and learning. Implementing performance based assignments and integrating technology into grade level lessons is critical.

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decisions are made.

Perception Data – Parents/Guardians

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

3 areas of satisfaction stood out in our parent survey this year. 96% of our parents feel our school's purpose statement is clearly focused on student success. 95% feel that our school has established goals and a plan for improving student learning. 94% responded that our school has high expectations for students in all classes.

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

Parents and community members comment on the friendliness and family atmosphere that they experience when visiting our building. Our students, parents, and staff genuinely care about each other. We want everyone to feel that they belong at John F. Farrell-Emmett Elementary School and that they are important.

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

5.97% of our parents surveyed are concerned that their child is not prepared for success in the next school year.

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

The continuation of grade level split classrooms and large class sizes concern our parents about the time that can be given to individual children in a classroom by the classroom teacher.

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

Low enrollment in certain grade levels and economic conditions have caused the district to impose grade level split classrooms and increased class sizes. The majority of our parents support our staff and district. However, there is concern of how often children will be placed in grade level split classrooms and classes with high numbers of students while attending John F. Farrell-Emmett Elementary School.

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

Teachers communicate with parents continuously to keep them abreast of classroom happenings (especially in our split classrooms). We have increased parent classroom volunteers in the building to assist teachers with centers, etc. The district's National Honor Society students have assisted teachers also. Our district has also provided Highly Qualified Overload Para Professionals to assist in classrooms.

Perception Data – Teachers/Staff

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

The staff at John F. Farrell-Emmett Elementary School believe in our mission statement. We want children to enjoy school and become quality citizens. Our teamwork approach (student, parent, community, staff) creates an atmosphere where learning is important and fun.

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

When individuals join our staff they stay. Our philosophy of teamwork and each member contributing to the team has created a great environment to work in. When issues do arise, possible solutions are discussed that always takes into account what is best for the students.

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

The lowest level of satisfaction among staff was a concern that our school does not provide a plan for the acquisition and support of technology to support the school's operational needs. Equally concerning was our school does not provides a plan for the acquisition and support of technology to support student learning.

Our district also implemented a new technolgy plan that will improve the technology resources available in the building. The district is also working on scheduling professional development to train our staff in implementing technology into their lessons.

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

The staff feels negatively about the continued expectations to teach all students higher academic standards with decreased funding.

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

The decrease in state funding has forced the staff to do more with less.

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.)

N/A

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

John F. Farrell-Emmett Elementary School follows a curriculum adopted by our district. This curriculum is based on state guidelines. The curriculum is outlined on curriculum maps that are developed by the teachers from across the district. This information is discussed at school improvement meetings and our district's curriculum meeting consisting of administration and department chairs.

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

Teachers are including CCSS in their lesson plans. RESA consultants have worked with staff on implementing strategies that reinforce the CCSS. Observations of lessons being taught following CCSS by administration is also occurring.

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		

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	www.ypsd.us/fes	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school does not have 8th grade in our building.	

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

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		

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	Kenneth Nicholl, Superintendent 198 School Drive, Yale MI 48097 810-387-4274	

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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		Parent Guardian Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

John F Farrell-Emmett Elementary School 2014- 15 School Improvement Plan

Overview

Plan Name

John F Farrell-Emmett Elementary School 2014-15 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at John F. Farrell-Emmett Elementary School will become proficient in Math.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$0
2	All students at John F. Farrell-Emmett Elementary School will become proficient in Science.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
3	All students at John F. Farrell-Emmett Elementary School will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
4	All students at John F. Farrell-Emmett Elementary School will become proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
5	All students at John F. Farrell-Emmett Elementary School will become proficient in Writing.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students at John F. Farrell-Emmett Elementary School will become proficient in Math.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency of skills in Mathematics by 06/15/2015 as measured by the state standardized test.

Strategy 1:

Teacher Instruction - All teachers of mathematics will develop and implement engaging lessons that incorporate writing, journaling, small cooperative groups, vocabulary, and reflection to increase student achievement. Small group instruction will be provided by the teacher and/or paraprofessional for remediation including, but not limited to, the bottom 30%.

Research Cited: Marzano, Classroom Instruction that Works. Marzano, Pickering, Pollock. ASCD, 2001.

Kenney, et al 2005; Literacy Strategies for Improving Mathematics Instruction

Tier:

Activity - Monitoring Implementation of Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the Implementation of daily math journaling. Journals should have entries at a minimum of 2-3 times per week (for example: math journals/folders, problem solving-extended response).	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Principal, Gen Ed Teachers, Spec Ed Teacher
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforce math vocabulary daily by student usage in math journals, daily assignments, and teacher instructional practices.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Principal, Gen Ed Teacher, Spec Ed Teacher
Activity - Monitoring Student Progress using Small Cooperative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce math concepts for student that have difficulty with the concepts using small, cooperative groups including, but not limited to, the bottom 30%.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Principal, Gen Ed Teachers, Spec Ed Teachers

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Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with math journals/folders in order to increase their written expression and reflection in mathematics.	Materials		Monitor	09/03/2013	06/15/2015	\$0	Other	Principal, Gen Ed Teachers, Spec Ed Teachers

Activity - Paraprofessional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 31A paraprofessional will be assigned to provide academic support to our at risk student population including, but not limited to, the bottom 30%.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Section 31a	Principal, Gen Ed Teachers

Strategy 2:

Best Practices - Teachers will implement best practices numbers 1 and 3 from the Common Core Math Curriculum for students in order to increase math proficiency.

Research Cited: Common Core Math Curriculum

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given instruction in best practices from St. Clair County RESA math consultants and cooperative peer learning activities.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Title II Part A	Principal, General Ed teachers, Spec Ed teachers

Measurable Objective 2:

100% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency by raising their scaled score by 75 points or more in Mathematics by 06/15/2015 as measured by STAR Math and the STAR Early Literacy Math component.

Strategy 1:

Accelerated Math Live - Students in grades 1-5 will complete lessons in Accelerated Math Live that supplement the teacher's instruction. Teachers will use it as an intervention tool that will guide instruction for at-risk students including, but not limited to, the bottom 30%.

Research Cited: Spicuzza, R., Ysseldyke, J., Lemkuil, A., Kosciolk, S., Boys, C., & Teelucksingh, E. (2001). Effects of curriculum-based monitoring on classroom instruction and math achievement. *Journal of School Psychology, 39(6)*, 521–542.

Ysseldyke, J., & Tardrew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. *Journal of Applied School Psychology, 24(1)*, 1–28.

Tier:

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Activity - Implementation of Accelerated Math Live	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete activities in Accelerated Math Live 2-3 times per week that supplement the teacher's instruction.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Principal, Gen Ed Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in Accelerated Math Live at staff meetings using training videos and tutorials.	Technology		Monitor	09/03/2013	06/15/2015	\$0	Other	Principal
Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with computers and the Accelerated Math Live program.	Technology		Monitor	09/03/2013	06/15/2015	\$0	Other	Principal, Gen Ed Teacher, Spec Ed Teacher
Activity - Monitoring Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will monitor student progress by having the students take the STAR Math assessment in September 2014, January 2015, and May 2015.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Principal, Gen Ed Teacher, Spec Ed Teacher

Goal 2: All students at John F. Farrell-Emmett Elementary School will become proficient in Science.

Measurable Objective 1:

39% of Fifth grade students will demonstrate a proficiency of their skills in Science by 06/15/2015 as measured by the state standardized test.

Strategy 1:

Best Practices - All teachers will be trained in best practices in order to increase student achievement. Best practices will include remediation of concepts to students including, but not limited to, the bottom 30%.

Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

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Tier:

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with a science lab in order to increase their knowledge in the scientific process.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Other	Melissa White, Heidi DuBrico, and Renee Powers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of tech equipment (including Chrome Books) and software to enhance their science instruction.	Direct Instruction		Implement	09/03/2013	06/15/2015	\$0	Other	Principal, Teachers

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to field trips that will enhance science instruction.	Field Trip		Monitor	09/03/2013	06/15/2015	\$0	Other	Gen Ed Teachers

Activity - Learning Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to participate in a learning fair using Grade 4 standards in presenting scientific information.	Direct Instruction		Implement	05/01/2015	05/29/2015	\$0	Other	Teachers

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to science vocabulary by use of science journals, direct teacher led instruction, or assignments.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Gen Ed Teachers

Goal 3: All students at John F. Farrell-Emmett Elementary School will become proficient in Social Studies.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency of their knowledge in Social Studies by 06/15/2015 as measured by the state standardized test.

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Strategy 1:

Technology - K-5th grade teachers will use media/technology to enhance understanding of history and economics concepts.

Research Cited: Discovery Education. Reports on the effect of the UnitedStreaming application on educational performance. Virginia science and social studies evaluation. 2002.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Title II Part A	Gen Ed Teachers
Activity - Video Streaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize United Streaming, Youtube, Chrome Books, or Ipad technology in order to keep students engaged in learning social studies concepts.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	General Fund	Gen Ed Teachers
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade students will reinforce social studies concepts through the Internet based program, Study Island.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Other	Kristi Francek

Strategy 2:

Best Practices - Teachers will use a variety of best practices to improve classroom instruction and student understanding. Best practices will include remediation of concepts including, but not limited to, the bottom 30%.

Research Cited: Gregory, G. H., Chapman, C., Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press (2002).

Tier:

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use cooperative learning techniques to increase student engagement in social studies.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Gen Ed Teachers

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Activity - Learning Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to participate in a learning fair using Grade 5 standards in presenting historical information.	Direct Instruction		Monitor	05/01/2015	05/29/2015	\$0	Other	Teachers

Goal 4: All students at John F. Farrell-Emmett Elementary School will become proficient in Reading.

Measurable Objective 1:

84% of All Students will demonstrate a proficiency in reading and comprehension in English Language Arts by 06/15/2015 as measured by the state standardized test.

Strategy 1:

Universal Screener - K-5th grade teachers will use a universal screener to assess reading fluency and comprehension levels

Research Cited: Best Practices for RTI: Universal Screening. What Works Clearinghouse (2009)

Tier:

Activity - DRA/STAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use these assessment to assist in identifying students who need extra interventions to help them improve reading comprehension. The assessments will also help teachers to adjust instruction to meet the needs of all students.	Academic Support Program		Implement	09/03/2013	06/15/2015	\$0	General Fund	Gen Ed Teachers, Spec Ed Teacher

Strategy 2:

Teacher Instruction - All K-5th grade teachers will use a comprehensive core reading program to teach grade level appropriate strategies to improve the ability of all students to comprehend and retell informational and narrative texts. Paraprofessional assistance will be provided for small group instruction for remediation, including but not limited to, the bottom 30%.

Research Cited: Comprehensive Core Reading Programs. Florida Center For Reading Research. www.fcrr.org

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, paraprofessionals, and support staff will provide additional instruction in reading comprehension to students who do not reach grade proficiency levels to increase the students reading comprehension abilities.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required, Section 31a	Gen Ed Teachers, Reg Ed Teachers
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforce vocabulary daily by student usage in daily assignments and teacher instructional practices.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Gen Ed Teachers, Spec Ed Teachers
Activity - Small Cooperative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, paraprofessionals, and support staff will reinforce comprehension strategies for students that have difficulty with understanding what is written by using small, cooperative groups.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required, Section 31a	Gen Ed Teachers, Spec Ed Teachers
Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the amount of time students read informational text by introducing content specific text into all academic areas.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Gen Ed Teachers, Spec Ed Teachers

Strategy 3:

Best Practices - All staff will be trained in best practices to improve student achievement.

Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, Va: Association for Supervision and Curriculum Development.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through local teacher collaboration and training with St. Clair County RESA, teachers will share and develop strategies on utilizing instructional best practices.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Title II Part A	Gen Ed Teachers, Spec Ed Teachers, Principal, RESA Consultants

Goal 5: All students at John F. Farrell-Emmett Elementary School will become proficient in Writing.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency of writing skills in English Language Arts by 06/15/2015 as measured by the state standardized test.

Strategy 1:

Best Practices - All teachers of writing will use the writer's workshop model, with mini-lessons, in order to improve student writing. Teachers will use best practices for remediation of concepts, through conferencing, with students including, but not limited to, the bottom 30%.

Research Cited: Beal PhD, Jeffery. Write Well: Developing Writers K-12.

http://www.sccresa.org/downloads/writewell/writewell_white_paper_revised_oct_2011_20111014_093207_5.pdf

Tier:

Activity - Write Well	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the Write Well curriculum in order to teach daily writing lessons. This will be done using the writer's workshop format.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	No Funding Required	Gen Ed Teachers, Spec Ed Teacher

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given instruction in best practices from St. Clair County RESA ELA consultants and cooperative peer learning activities.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Title II Part A	Principal, Gen Ed Teachers, Spec Ed Teachers

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with the Write Well Curriculum and literature needed to teach the curriculum with fidelity. Students will be provided with writer's notebooks or folders.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	General Fund, Other	Principal, Gen Ed Teacher, Spec Ed Teacher

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Teachers will provide students with an opportunity to compose their writing pieces on a computer, iPad, or Chrome Book.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	General Fund	Gen Ed Teacher, Spec Ed Teacher
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Fair	Students will be required to participate in a learning fair using Grade 5 standards in presenting historical information.	Direct Instruction		Monitor	05/01/2015	05/29/2015	\$0	Teachers
Professional Development	Staff will be trained in Accelerated Math Live at staff meetings using training videos and tutorials.	Technology		Monitor	09/03/2013	06/15/2015	\$0	Principal
Materials	Students will be provided with math journals/folders in order to increase their written expression and reflection in mathematics.	Materials		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers, Spec Ed Teachers
Field Trips	Students will be exposed to field trips that will enhance science instruction.	Field Trip		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers
Learning Fair	Students will be required to participate in a learning fair using Grade 4 standards in presenting scientific information.	Direct Instruction		Implement	05/01/2015	05/29/2015	\$0	Teachers
Materials	Students will be provided with computers and the Accelerated Math Live program.	Technology		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teacher, Spec Ed Teacher
Technology	Teachers will utilize a variety of tech equipment (including Chrome Books) and software to enhance their science instruction.	Direct Instruction		Implement	09/03/2013	06/15/2015	\$0	Principal, Teachers
Study Island	5th grade students will reinforce social studies concepts through the Internet based program, Study Island.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Kristi Francek
Materials	Teachers will be provided with the Write Well Curriculum and literature needed to teach the curriculum with fidelity. Students will be provided with writer's notebooks or folders.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teacher, Spec Ed Teacher

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Materials	Students will be provided with a science lab in order to increase their knowledge in the scientific process.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Melissa White, Heidi DuBrico, and Renee Powers
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Progress	Teachers in grades 2-5 will monitor student progress by having the students take the STAR Math assessment in September 2014, January 2015, and May 2015.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teacher, Spec Ed Teacher
Implementation of Accelerated Math Live	Students will complete activities in Accelerated Math Live 2-3 times per week that supplement the teacher's instruction.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers
Vocabulary	Students will be exposed to science vocabulary by use of science journals, direct teacher led instruction, or assignments.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers
Cooperative Learning	All teachers will use cooperative learning techniques to increase student engagement in social studies.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers
Vocabulary	Reinforce math vocabulary daily by student usage in math journals, daily assignments, and teacher instructional practices.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teacher, Spec Ed Teacher
Write Well	Teachers will follow the Write Well curriculum in order to teach daily writing lessons. This will be done using the writer's workshop format.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teacher
Differentiated Instruction	Teachers, paraprofessionals, and support staff will provide additional instruction in reading comprehension to students who do not reach grade proficiency levels to increase the students reading comprehension abilities.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Reg Ed Teachers
Monitoring Student Progress using Small Cooperative Groups	Teachers will reinforce math concepts for student that have difficulty with the concepts using small, cooperative groups including, but not limited to, the bottom 30%.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers, Spec Ed Teachers

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Monitoring Implementation of Math Journals	Monitor the Implementation of daily math journaling. Journals should have entries at a minimum of 2-3 times per week (for example: math journals/folders, problem solving-extended response).	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers, Spec Ed Teacher
Vocabulary	Reinforce vocabulary daily by student usage in daily assignments and teacher instructional practices.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teachers
Small Cooperative Groups	Teachers, paraprofessionals, and support staff will reinforce comprehension strategies for students that have difficulty with understanding what is written by using small, cooperative groups.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teachers
Informational Text	Teachers will increase the amount of time students read informational text by introducing content specific text into all academic areas.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Teachers will provide students with an opportunity to compose their writing pieces on a computer, iPad, or Chrome Book.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teacher, Spec Ed Teacher
Materials	Teachers will be provided with the Write Well Curriculum and literature needed to teach the curriculum with fidelity. Students will be provided with writer's notebooks or folders.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teacher, Spec Ed Teacher
Video Streaming	Teachers will utilize United Streaming, Youtube, Chrome Books, or Ipad technology in order to keep students engaged in learning social studies concepts.	Direct Instruction		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers
DRA/STAR	Teachers will use these assessment to assist in identifying students who need extra interventions to help them improve reading comprehension. The assessments will also help teachers to adjust instruction to meet the needs of all students.	Academic Support Program		Implement	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teacher

Title II Part A

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

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Professional Development	Through local teacher collaboration and training with St. Clair County RESA, teachers will share and develop strategies on utilizing instructional best practices.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teachers, Principal, RESA Consultants
Professional Development	Teachers will be given instruction in best practices from St. Clair County RESA ELA consultants and cooperative peer learning activities.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers, Spec Ed Teachers
Professional Development	Teachers will be given instruction in best practices from St. Clair County RESA math consultants and cooperative peer learning activities.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Principal, General Ed teachers, Spec Ed teachers
Professional Development	Through local teacher collaboration, teachers will share and develop strategies on utilizing technological instructional techniques.	Professional Learning		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Cooperative Groups	Teachers, paraprofessionals, and support staff will reinforce comprehension strategies for students that have difficulty with understanding what is written by using small, cooperative groups.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Spec Ed Teachers
Differentiated Instruction	Teachers, paraprofessionals, and support staff will provide additional instruction in reading comprehension to students who do not reach grade proficiency levels to increase the students reading comprehension abilities.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Gen Ed Teachers, Reg Ed Teachers
Paraprofessional Assistance	The 31A paraprofessional will be assigned to provide academic support to our at risk student population including, but not limited to, the bottom 30%.	Academic Support Program		Monitor	09/03/2013	06/15/2015	\$0	Principal, Gen Ed Teachers