



# **School Improvement Plan**

Ballard Elementary School

Niles Community Schools

1601 WEST CHICAGO RD  
NILES, MI 49120-3168

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## 2017-2018 Goals

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

### Improvement Plan Assurance

| Label | Assurance                                    | Response                  | Comment                       | Attachment |
|-------|--|---------------------------|-------------------------------|------------|
| 1.    | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | See Goals and Plans in ASSIST |            |

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and professional development needs are based on the goals set by the district, the school, and individual teams. A comprehensive assessment of the entire school was done based on information about the achievement of our children in relation to the State Standards.

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

The comprehensive needs assessment showed that we need to focus our efforts on raising academic achievement in all of the core curricular area. During the 2017-18 school year, we will especially be focusing our efforts in reading and math. We will continue to monitor all other core curricular areas as well.

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

The goals are connected to priority needs and the needs assessment. In selecting the goals we looked at and analyzed multiple types of data including: DIBELs (Grades K-5), NWEA (Grades K-5) and building created assessments (Grades K-5). Once MSTEP scores are released we will analyze that data as well and use it to adjust our goals.

### 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?

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the students and set goals and implement teaching strategies for ALL 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.

Small group instruction in reading and math, strategies developed through data team meetings, and Collins Writing used across curricular areas will help all students reach the State's standards. The district has also adopted a new math program (Everyday Math).

### 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).

All of our strategies are based in strong research from noted individuals such as Robert Marzano, Doug Reeves, Mike Schoker, Fontis and Pannel, Education Trust, and others.

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

All of our strategies are based in strong research from noted individuals such as Robert Marzano, Doug Reeves, Mike Schoker, Fountas and Pinnell, Education Trust and others.

### 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 school and district offer the following assistance that provides additional time outside the school day: Summer School. During the school day there is assistance from: parents, instructional assistants, and other community volunteers.

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

The school uses on-going assessments throughout the school year to determine if the needs of students are being met. Assessments used include DIBELs (Grades K-5), NWEA (Grades K-5), Fountas and Pinnell, and common formative assessments (Grades K-5).

**Component 3: Instruction by Highly Qualified Staff**

| Label | Assurance  | Response | Comment   | Attachment |
|-------|--|----------|---|------------|
|       | <p>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?<br/>NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes      | All of our instructional paraprofessionals meet the NCLB requirements for highly qualified. |            |

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | <p>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?<br/>NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes      | All of our teachers meet the NCLB requirements for highly qualified. |            |

## Component 4: Strategies to Attract Highly Qualified Teachers

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

In the summer of 2017, we had one teacher retire and two teachers resign.

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

Teacher Experience:

0-3 Years 14 staff members

4-8 Years 7 staff members

9-15 Years 4 staff members

15+ Years 12 staff members

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

The school has an excellent mentor program in which veteran teachers meet monthly with new teachers in a professional learning community to provide support and help retain our teachers.

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

The district has an excellent mentor program in which veteran teachers and administrators meet monthly with new teachers in a professional learning community to provide support and help retain our teachers.

### 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?

The high turnover rate is due mainly to many teachers who have retired or transferred to other buildings in the past few years. These individuals were replaced with new hires who we expect not to leave anytime soon, allowing us to have a lower turnover rate.

## Component 5: High Quality and Ongoing Professional Development

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

We have accomplished ongoing and sustained professional development for all staff in the areas of Everyday Math, MAISA Writing and Marzano Instructional Framework. We also have consistently provided information, reading, and knowledge about the importance of school culture. We will continue working closely with our central office and the Berrien RESA on professional development for all teaching staff in the area of MTSS (Multi-Tiered System of Supports).

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

For the last three years we have provided sustained and ongoing professional development by using our professional development days throughout the year to focus on Everyday Math and Marzano. For the 2017-18 school year, we will begin professional development to support the new Next Generation Science standards.

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | 3. The school's Professional Learning Plan is complete. | Yes      | Working with the Berrien RESA and our curriculum office, we have set our Professional Learning Plan for the 2017-2018 school year. |            |

## Component 6: Strategies to Increase Parental Involvement

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

Parent organizations at school are included in planning, feedback, and idea generation during meeting times when there is important school business to review.

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

Parent organizations at the school are included in the data review and implementation feedback during meeting times when there is important school business to review.

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

Parent organizations at the school are included in feedback and evaluation during meeting times when there is important school business to review.

| 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      |         |            |

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

The school ensures effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. 1)The school provides assistance to parents to understand the State's academic standards through our curriculum maps. This also includes information on assessments. Our SIS provides progress monitoring for parents. 2) The school provides materials and training for parents to work with their children to improve achievement. 3) The school educates all the school employees on the value and contributions of parents. We have a district parent coordinator that helps build strong parent partnerships. 4) The school coordinates all the different parent involvement programs. 5) The school provides consistent and frequent information about programs, involvement, progress, and activities as well as how to fully participate in a language that parents can understand. F) The school provides opportunities for parents with limited English and parents of students with disabilities or migratory children the relevant and timely information and opportunities for participation that are available to all parents.

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

Our PTO will be involved with the evaluation of parent involvement activities at the school.

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

The district parent volunteer coordinator along with the PTO participate in the evaluation of parent involvement and provide feedback for the school improvement plan.

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

The school-parent compact was developed with a small group of parents, teachers, and administrators and then taken to a larger group of parents in a Title 1 meeting for changes, updates, and improvements. This is done on a yearly basis.

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

It is a document that is signed by the parents and then reviewed with parents at the parent/teacher conference.

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

Ballard Elementary does not have middle or high school students.

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

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

The current SIS provides individual student academic assessment results in a language parents can understand. After testing is completed, student progress reports are shared with parents and are offered the opportunities to discuss with teachers and/or administrators.



## **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?**

N/A

**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?**

We host a district wide kindergarten round up in the spring of each year. At this event preschool parents are provided with skills that their preschool age children need when they enter kindergarten.

## **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 staff is involved in on-going analysis of student achievement data analysis in order to improve the academic achievement of all students. Assessment decisions are made during the data team meetings at grade levels, during professional development days, as well as at staff meetings. For 2017-2018, teachers from each grade level will participate in core curricular teams (math, ELA, science, social studies) to analyze data and to make assessment decisions.

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

The staff is involved in on-going data analysis of student achievement results in order to improve the academic achievement of all students. Data analysis takes place during the data team meetings at grade levels and during professional development days. In addition, data will be looked at this year by our core curricular teams.

## **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.**

Eligible student progress is reviewed in data teams done at the building level in an ongoing, professional development supported, focused process that looks at every individual student to assure student growth.

### **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?**

The data team process has trained teachers to identify students who need additional assistance. The data team process also provides a framework for identifying the standards each student should achieve in the classroom and a means for evaluating that achievement. Teachers and instructional aides work together to provide additional support to those students who are experiencing difficulty mastering the State's academic standards in the areas of reading and math.

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

Every teacher provides differentiated instruction in the classroom to ensure that students' individual needs are being addressed.

## **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.**

The School Improvement Plan, staff professional development plan, as well the parent involvement plan are all integrated toward the achievement of the school wide goals. The school district plans to work hand-in-hand with with the regular education classroom, the special education classroom, and the support from Title 1. Instructional assistants work closely with teachers and all students. The PLC process of collegial discussion that occurs at a minimum monthly, ensures that the conversations based on the use of protocols is effective towards meeting the needs of all students through the shared ideas and collaboration of teachers.

**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.**

Title 1 funding will be used to provide students who need additional support, in order to be successful, in the areas of reading and math.

**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.**

Ballard does not receive the funding source mentioned.

## **Evaluation:**

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. These Data Teams meet by grade level. Data Team representation is used to form school level Data Teams that evaluate the implementation of the Title 1 program. In addition, our core curricular teams will also evaluate the implementation of the schoolwide 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.**

Teacher Data Teams meet regularly to review the achievement growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. Data Teams review the data from the State's annual assessment and other indicators of academic achievement. In addition, our core curricular teams will also evaluate the implementation of the schoolwide program.

**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.**

Teacher Data Teams meet regularly to review the achievement growth, and implementation of the standards for the students. These Data Teams meet by grade level. The Data Team process identifies student who are furthest from achieving the standards and adjusts time and instruction to meet the needs of those students.

**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?**

Teacher Data Teams meet regularly to review the achievement growth, and implementation of the standards for the students. These Data Teams meet by grade level and/or content area. The Data Team process uses both formative and summative assessments along with SMART goals and clarify specific strategies to ensure continuous improvement of eligible students.

## 2017-2018 Goals

## **Overview**

### **Plan Name**

2017-2018 Goals

### **Plan Description**

Reading, Writing, Math, Science, Social Studies and Behavior Goals

## 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 Ballard will become proficient in Reading.              | Objectives: 1<br>Strategies: 4<br>Activities: 5 | Academic       | \$0           |
| 2 | All students at Ballard will become proficient in Writing.              | Objectives: 1<br>Strategies: 4<br>Activities: 4 | Academic       | \$1500        |
| 3 | All students at Ballard will become proficient in Math.                 | Objectives: 1<br>Strategies: 4<br>Activities: 5 | Academic       | \$1400        |
| 4 | All students at Ballard will become proficient in Social Studies.       | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic       | \$0           |
| 5 | All students at Ballard will become proficient in Science               | Objectives: 1<br>Strategies: 2<br>Activities: 3 | Academic       | \$0           |
| 6 | All students at Ballard will be part of a culture of high expectations. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |



**Goal 1: All students at Ballard will become proficient in Reading.**

**Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/13/2017 as measured by State assessment, NWEA, and formative assessments in data teams.

**Strategy 1:**

Data Teams - Data Teams will meet regularly to measure pre and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The post-assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

| Activity - Fountas & Pinnell Benchmark assessment  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|--------------------|---|
| The work of benchmarking and progress monitoring in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy. | Teacher Collaboration, Other - Benchmarking, Progress Monitoring, and development of instructional groups | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title I Schoolwide | Curriculum Director, Building Principals, Teachers, Instructional Assistants, Intervention Specialist |

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| Activity - Assessment Coordinator   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| By increasing the collection and organization of local data in a timely manner which will allow us to provide a multi-tiered system of supports that includes scaffolded instruction to meet the individual academic needs of our students in order to close the achievement gap. | Academic Support Program | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title I Part A    | Principals        |

**Strategy 2:**

Implement a scripted phonics program - A quick phonics screener will be given to all students to determine their phonetic ability level and to determine which skills in the program would benefit them the most. Students will be taught in there deficient areas and additional intervention will be offered as needed.

Category:

Tier: Tier 1

| Activity - Phonics First  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use Phonics First to teach deficient phonetic skills to their students. | Direct Instruction, Academic Support Program, Materials | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title I Part A    | Administration, Co-Curricular Chairs (building level), Teachers and Instructional Assistants |

**Strategy 3:**

Leveled Literacy Intervention Program (LLI) - Teachers will be trained to implement LLI.

Category: English/Language Arts

Tier: Tier 2

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| Activity - LLI                                     | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will be trained to implement LLI program. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Strategy 4:**

Marzano Instructional Framework - The Marzano Instructional Framework is a comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level. The researched strategies in this framework have shown to have a high probability of enhancing student achievement.

Category: English/Language Arts

Research Cited: The Art and Science of Teaching by Robert Marzano

Tier: Tier 1

| Activity - Marzano Instructional Framework  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Goal 2: All students at Ballard will become proficient in Writing.****Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency that proves that student writing has improved in Writing by 06/13/2017 as measured by M-STEP Writing, NWEA Language, and Collins Writing Folder Review.

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**Strategy 1:**

Collins Writing - Students will increase the number of Type 3 writings this school year. There will be a focus on an integration of Literacy skills in all subject areas.

Category: English/Language Arts

Research Cited: 90/90/90 Schools1, Collins Writing research

Tier: Tier 1

| Activity - Writing  | Activity Type      | Tier | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|--------------------|------|---------|------------|------------|-------------------|-------------------|---|
| Students write in class using the five levels of writing. Teachers use the FCA and the folder reviews to guide the writing. Writing is done in all content areas. | Direct Instruction |      | Monitor | 09/06/2016 | 06/04/2018 | \$1500            | Title II Part A   | Teachers, Curriculum Director, Principals |

**Strategy 2:**

MAISA Writing - To increased the students proficiency in writing.

Category: English/Language Arts

Tier: Tier 1

| Activity - Writing   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be trained to implement the MAISA writing units. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Strategy 3:**

Handwriting Without Tears/Keyboarding Without Tears - To increase the students proficiency in writing and keyboarding.

Category: English/Language Arts

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Tier: Tier 1

| Activity - Handwriting/Keyboarding                                      | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Kindergarten teachers will be trained to implement the HWT/KWT program. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Strategy 4:**

Marzano Instructional Framework - The Marzano Instructional Framework is a comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level. The researched strategies in this framework have shown to have a high probability of enhancing student achievement.

Category: English/Language Arts

Research Cited: The Art and Science of Teaching by Robert Marzano

Tier: Tier 1

| Activity - Marzano Instructional Framework  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Goal 3: All students at Ballard will become proficient in Math.****Measurable Objective 1:**

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A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in number sense and general computation in Mathematics by 06/13/2017 as measured by M-STEP Math, NWEA Math, and Formative Assessments used in the data team process.

**Strategy 1:**

Data Teams for Math - Through the use of formative assessments teachers will monitor student progress and make adjustments in teaching strategies in order to assure that student understanding is attained.

Category:

Research Cited: 90/90/90 Schools, Douglas Reeves research and the Leadership and Learning Center

Tier: Tier 1

| Activity - Data Teams for Math  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Teachers will provide formative assessments to determine class knowledge and change instruction based on that knowledge. Pre and Post assessments will be used to determine growth. Strategies are clearly labeled and used by grade level teams. | Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/04/2018 | \$1000            | Title II Part A   | Teachers, Principals, Director of Instruction |

| Activity - Assessment Coordinator   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|-------------------|
| By increasing the collection and organization of local data in a timely manner which will allow us to provide a multi-tiered system of supports that includes scaffolded instruction to meet the individual academic needs of our students in order to close the achievement gap. | Academic Support Program | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title I Schoolwide | Principals        |

**Strategy 2:**

Collins Writing in Math - Students will improve in mathematics by writing in the subject area. The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of Writing<sup>SM</sup> assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-

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across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category: Mathematics

Research Cited: Collins Writing research

Tier: Tier 1

| Activity - Student Writing   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                        |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will implement weekly writing practice in math through the use of the Collins Writing process, mostly focusing on Type 1s and 2s. | Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/04/2018 | \$400             | Title I Part A    | Principal, Curriculum Director, Teachers |

**Strategy 3:**

Implement latest volume of Everyday Math - Teachers will receive ongoing math professional development throughout the year from the math consultant at the Berrien RESA. The focus of the PD for year 1 will be unpacking the standards, utilizing mathematical teaching practices, and ensuring complete the implementation of the program.

Category:

Research Cited: Everyday Mathematics - The University of Chicago School Mathematics Project; NCTM 2009, National Research Council 2012a

Tier: Tier 1

| Activity - Training Teachers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |  |        |           |            |            |     |                 |   |
|--|--|--------|-----------|------------|------------|-----|-----------------|---|
| Teachers will work in collaborative groups with BRESA Math Consultant to learn how to unwrap standards and learn how to create common assessments. | Teacher Collaboration, Direct Instruction, Technology, Curriculum Development, Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/13/2017 | \$0 | Title II Part A | Curriculum Department, Berrien RESA math consultant, and teachers |
|--|--|--------|-----------|------------|------------|-----|-----------------|---|

**Strategy 4:**

Marzano Instructional Framework - The Marzano Instructional Framework is a comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level. The researched strategies in this framework have shown to have a high probability of enhancing student achievement.

Category: Mathematics

Research Cited: The Art and Science of Teaching by Robert Marzano

Tier: Tier 1

| Activity - Marzano Instructional Framework  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework. | Professional Learning | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Goal 4: All students at Ballard will become proficient in Social Studies.**

**Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in social studies knowledge. in Social Studies by 06/13/2017 as measured by formative assessments and M-STEP.



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**Strategy 1:**

School Improvement Subgroup Social Studies - Teachers will form subcommittees to analyze the areas of strengths and needs for improvement in Social Studies based on M-STEP data. Teachers will modify instructional strategies based on analysis of this data and target their instructions to meet student needs.

Category: Social Studies

Research Cited: Doug Reeves and the Leadership and Learning Center

Tier: Tier 1

| Activity - MAISA Social Studies Units at all grade levels  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will implement MAISA Social Studies units at all grade levels and increase the non-fiction reading in the classroom that aligns to the units. | Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/13/2017 | \$0               | Other             | Teachers, Co-Curricular chairs (building level), Principal |

**Strategy 2:**

Marzano Instructional Framework - The Marzano Instructional Framework is a comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level. The researched strategies in this framework have shown to have a high probability of enhancing student achievement.

Category: Social Studies

Research Cited: The Art and Science of Teaching by Robert Marzano

Tier: Tier 1

| Activity - Marzano Instructional Framework  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework. | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

## Goal 5: All students at Ballard will become proficient in Science

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency for science knowledge in Science by 06/13/2017 as measured by M-STEP.

### Strategy 1:

School Improvement Subgroup Science - Principals will form a subcommittee of teachers from each grade level to analyze the areas of strengths and needs for improvement in Science based on M-STEP data. Teachers will modify instructional strategies based on analysis of this data and target their instructions to meet student needs.

Category: Science

Research Cited: Doug Reeves along with the Leadership and Learning Center

Tier: Tier 1

| Activity - Data analysis for Science   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                              |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers meet in curricular sub-group (science) to analyze M-STEP science results. | Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0               | Other             | Grade Level Science Reps, Principals, Teachers |

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| Activity - Unpacking Science Standards  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will work with BRESA Science Consultant to learn how to unwrap the new MI Science Standards. | Professional Learning | Tier 1 | Getting Ready | 09/13/2016 | 06/13/2017 | \$0               | Title II Part A   | Curriculum Director, Principals, Grade Level Science Reps |

**Strategy 2:**

Marzano Instructional Framework - The Marzano Instructional Framework is a comprehensive framework for effective instruction to be used by teachers in every subject area at every grade level. The researched strategies in this framework have shown to have a high probability of enhancing student achievement.

Category: Science

Research Cited: The Art and Science of Teaching by Robert Marzano

Tier: Tier 1

| Activity - Marzano Instructional Framework   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0               | Title II Part A   | Curriculum Director, Principals, Teachers |

**Goal 6: All students at Ballard will be part of a culture of high expectations.**

**Measurable Objective 1:**

demonstrate a behavior of high expectations as part of the school's culture. by 06/13/2017 as measured by surveys and observation..

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**Strategy 1:**

PLC - Members of the School Culture team will participate in a PLC to review, reflect, and improve culture in all areas of the school setting.

Category:

Research Cited: Schmoker, Reeves, Barth

Tier:

| Activity - PLC work  | Activity Type                                     | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|---------|------------|------------|-------------------|-------------------|---|
| The Ballard PLC will continue to meet regularly to improve student behavior. | Behavioral Support Program, Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/13/2017 | \$0               | Other             | Principals, Co-Curricular Culture Chairs (building level), teachers, Instructional Assistants |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

| Activity Name          | Activity Description  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|------------------------|---|---|--------|-----------|------------|------------|-------------------|--|
| Phonics First          | Teachers will use Phonics First to teach deficient phonetic skills to their students.   | Direct Instruction, Academic Support Program, Materials | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Administration, Co-Curricular Chairs (building level), Teachers and Instructional Assistants |
| Student Writing        | Teachers will implement weekly writing practice in math through the use of the Collins Writing process, mostly focusing on Type 1s and 2s.  | Direct Instruction                                      | Tier 1 | Monitor   | 09/06/2016 | 06/04/2018 | \$400             | Principal, Curriculum Director, Teachers   |
| Assessment Coordinator | By increasing the collection and organization of local data in a timely manner which will allow us to provide a multi-tiered system of supports that includes scaffolded instruction to meet the individual academic needs of our students in order to close the achievement gap. | Academic Support Program                                | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Principals   |

### Title I Schoolwide

| Activity Name          | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|
| Assessment Coordinator | By increasing the collection and organization of local data in a timely manner which will allow us to provide a multi-tiered system of supports that includes scaffolded instruction to meet the individual academic needs of our students in order to close the achievement gap. | Academic Support Program | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0               | Principals        |

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|--|--|---|--------|-----------|------------|------------|-----|---|
| Fountas & Pinnell Benchmark assessment | The work of benchmarking and progress monitoring in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy. | Teacher Collaboration, Other - Benchmarking, Progress Monitoring, and development of instructional groups | Tier 1 | Implement | 09/06/2016 | 06/04/2018 | \$0 | Curriculum Director, Building Principals, Teachers, Instructional Assistants, Intervention Specialist |
|--|--|---|--------|-----------|------------|------------|-----|---|

**Title II Part A**

| Activity Name                   | Activity Description  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------------------|---|--|--------|---------------|------------|------------|-------------------|---|
| Data Teams for Math             | Teachers will provide formative assessments to determine class knowledge and change instruction based on that knowledge. Pre and Post assessments will be used to determine growth. Strategies are clearly labeled and used by grade level teams. | Direct Instruction   | Tier 1 | Monitor       | 09/06/2016 | 06/04/2018 | \$1000            | Teachers, Principals, Director of Instruction                     |
| Handwriting/Keyboarding         | Kindergarten teachers will be trained to implement the HWT/KWT program.   | Professional Learning  | Tier 1 | Implement     | 09/06/2016 | 06/04/2018 | \$0               | Curriculum Director, Principals, Teachers                         |
| Marzano Instructional Framework | All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework.   | Professional Learning  | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0               | Curriculum Director, Principals, Teachers                         |
| Training Teachers               | Teachers will work in collaborative groups with BRESA Math Consultant to learn how to unwrap standards and learn how to create common assessments.  | Teacher Collaboration, Direct Instruction, Technology, Curriculum Development, Professional Learning | Tier 1 | Implement     | 09/06/2016 | 06/13/2017 | \$0               | Curriculum Department, Berrien RESA math consultant, and teachers |
| Writing                         | Teachers will be trained to implement the MAISA writing units.  | Professional Learning  | Tier 1 | Implement     | 09/06/2016 | 06/04/2018 | \$0               | Curriculum Director, Principals, Teachers                         |

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|                                 |   |                       |        |               |            |            |        |   |
|---------------------------------|---|-----------------------|--------|---------------|------------|------------|--------|---|
| Marzano Instructional Framework | All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework  | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0    | Curriculum Director, Principals, Teachers                 |
| LLI                             | Teachers will be trained to implement LLI program.  | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/04/2018 | \$0    | Curriculum Director, Principals, Teachers                 |
| Unpacking Science Standards     | Teachers will work with BRESA Science Consultant to learn how to unwrap the new MI Science Standards.   | Professional Learning | Tier 1 | Getting Ready | 09/13/2016 | 06/13/2017 | \$0    | Curriculum Director, Principals, Grade Level Science Reps |
| Marzano Instructional Framework | All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework.   | Professional Learning | Tier 1 | Implement     | 09/06/2016 | 06/04/2018 | \$0    | Curriculum Director, Principals, Teachers                 |
| Writing                         | Students write in class using the five levels of writing. Teachers use the FCA and the folder reviews to guide the writing. Writing is done in all content areas. | Direct Instruction    |        | Monitor       | 09/06/2016 | 06/04/2018 | \$1500 | Teachers, Curriculum Director, Principals                 |
| Marzano Instructional Framework | All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework.   | Professional Learning | Tier 1 | Implement     | 09/06/2016 | 06/04/2018 | \$0    | Curriculum Director, Principals, Teachers                 |
| Marzano Instructional Framework | All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework.   | Professional Learning | Tier 1 | Implement     | 09/06/2016 | 06/04/2018 | \$0    | Curriculum Director, Principals, Teachers                 |

**Other**

| Activity Name                                  | Activity Description   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|--------------------|--------|---------|------------|------------|-------------------|--|
| MAISA Social Studies Units at all grade levels | Teachers will implement MAISA Social Studies units at all grade levels and increase the non-fiction reading in the classroom that aligns to the units. | Direct Instruction | Tier 1 | Monitor | 09/06/2016 | 06/13/2017 | \$0               | Teachers, Co-Curricular chairs (building level), Principal |

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|                           |  |  |        |               |            |            |     |   |
|---------------------------|--|--|--------|---------------|------------|------------|-----|---|
| PLC work                  | The Ballard PLC will continue to meet regularly to improve student behavior.       | Behavioral Support Program, Professional Learning  | Tier 1 | Monitor       | 09/06/2016 | 06/13/2017 | \$0 | Principals, Co-Curricular Culture Chairs (building level), teachers, Instructional Assistants |
| Data analysis for Science | Teachers meet in curricular sub-group (science) to analyze M-STEP science results. | Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 06/13/2017 | \$0 | Grade Level Science Reps, Principals, Teachers  |