



# **School Improvement Plan**

Ypsilanti International Elementary School

Ypsilanti Community Schools

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## **Introduction**

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

# **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	

# **2018 - 2019 Plan for School Improvement Plan**

# Overview

**Plan Name**

2018 - 2019 Plan for 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 Ypsilanti International Elementary School Students will show yearly growth in Mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$63500
2	All Ypsilanti International Elementary Students will show yearly growth in Literacy Skills.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$81300
3	All Ypsilanti International Elementary School Citizens will consistently demonstrate behaviors that reflect a respectful, responsible, and safe school culture and climate.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0

# Goal 1: All Ypsilanti International Elementary School Students will show yearly growth in Mathematics.

## Measurable Objective 1:

100% of All Students will increase student growth by a minimum of one year in Mathematics by 06/22/2018 as measured by student performance on STAR and NWEA Assessments.

## Strategy 1:

Math Fluency Strategies - During the 2017-2018 School Year, Staff will use mathematical fluency strategies in classroom/teaching.

Category: Mathematics

Research Cited: Ball, D., and Boerst, T. University of Michigan Elementary Math Lab. (Collaborative Assessment of Teaching Ongoing Research Project)

Erlauer, L. (2003). The brain-compatible classroom: Using what we know about learning to improve teaching. ASCD: Alexandria, VA.

Marzano, R., Pickering, D., & Pollack, J. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. ASCD: Alexandria, VA.

Tier: Tier 1

Activity - Mathematics Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice basic math facts and math skills daily. Technology such as Ipads, calculators, computers will be used to improve skills. Reflex Math will be used a minimum of twice weekly to practice facts and other math skills.	Implementation	Tier 1	Implement	09/01/2017	06/29/2018	\$5000	Section 31a	Principal, Section 31A Teacher Staff, Classroom Teachers, Teacher Consultant, Resource Room Teacher
Activity - Section 31A Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Section 31A Math Teacher will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices.	Direct Instruction	Tier 2	Implement	09/01/2017	06/29/2018	\$54500	Section 31a	Section 31A Teacher, Classroom Teachers, Principal
Activity - Parent Involvement Math Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For Parent Involvement math events, classroom teachers, Section 31A math teachers, and support staff will present math concepts, skills and projects that students are learning and engaged in during the school day. In addition, they will model and share math games online games and programs, and strategies that parents can use to facilitate and reinforce math development and skills at home.	Parent Involvement	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Section 31a	Principal, General Education Teachers, Special Education Teachers, Section 31A Teachers

### Strategy 2:

90 Minute Math Block - Each teacher will schedule 90 minutes of daily math instruction. The math block will include a 5-10 minute warm up, a 15 - 20 minute mini lesson followed by small group differentiated instruction, independent practice, work with technology, and math games/problem solving activities. A second whole group mini lesson may be taught and followed by small group differentiated instruction, independent practice, work with technology, math games/problem solving activities, and a reflective learning task.

Category: Mathematics

Research Cited: Ball, D., and Boerst, T. University of Michigan Elementary Math Lab. (Collaborative Assessment of Teaching Ongoing Research Project)

Erlauer, L. (2003). The brain-compatible classroom: Using what we know about learning to improve teaching. ASCD: Alexandria, VA.

Marzano, R., Pickering, D., & Pollack, J. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. ASCD: Alexandria, VA.

Tier: Tier 1

Activity - Math Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Whole group instruction utilizing the CCSS and Everyday Math lasting no longer than 20 minutes. The mini lessons will incorporate use of erasable white boards/markers and a variety of manipulatives to maximize student engagement. Interactive white boards will be used for direct instruction and interactive lessons. Teachers will conduct unit and interim assessments to track and monitor student progress. Students also will use of Everyday Math Journals for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary, and concepts.	Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	General Fund	Principal, Classroom Teachers, Section 31A Teachers, Support Staff
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## Goal 2: All Ypsilanti International Elementary Students will show yearly growth in Literacy Skills.

### Measurable Objective 1:

100% of All Students will increase student growth by a minimum of one year in Reading by 06/29/2018 as measured by Student performance on STAR and NWEA Assessments.

### Strategy 1:

90 Minute Reading Blocks - 90 Minute English Language Arts Block - The English Language Arts (ELA) block will consist of a Balanced Literacy Program that includes a reading and writing workshop, word study, read aloud, small group focus, shared reading and writing, and interactive writing. Each teacher will schedule a 90 minute block for daily ELA instruction, MAISA curriculum, CCSS, Words their Way, and online technology resources. mentor texts, leveled readers, read aloud texts, and anchor charts, writing folders, and writing journals/notebooks.

Category: English/Language Arts

Research Cited: Research Cited: Boushey, G. & Moser, J. (2009) The CAFE Book: Engaging all students in daily literacy assessment & instruction. Portland, ME: Stenhouse.

Calkins, L (2011-2012). A curricular plan for reading workshop, first-grade. Portsmouth, NH: Heinemann.

Calkins, L. (2011-2012). A curricular plan for the writing workshop, grade 1. Portsmouth, NH: Heinemann.

Calkins, L. & Mermelstein, L. (2003). Launching the writing workshop. Portsmouth, NH: Heinemann.

Goldberg, G. & Serravallo, J. (2007). Conferring with readers: Supporting each student's growth and independence. Portsmouth, NH: Heinemann.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The reading workshop will include a 15-20 minute whole group mini lesson followed by independent reading and conferring (with individual students and small groups), a Mid-workshop teaching point, partnership work, and a share (e.g., problem solve, review, celebrate learning component). A second whole group mini lesson may be taught and be followed by independent reading and conferring (with individual students and small groups), a Mid-workshop teaching point, partnership work and a share (e.g., problem solve, review, celebrate learning) component. Materials needed for the reading workshop include: mentor texts, read alouds, leveled readers, anchor charts, book boxes and crates, web-based technology such as Lexia, copy paper, highlighters and markers, pens and pencils, and post it notes. The DRA will be used as a pre and post test measure to monitor and track student growth in reading.	Evaluation, Materials, Direct Instruction	Tier 1		09/01/2017	06/29/2018	\$1000	Section 31a	Principal, Classroom Teachers, ESL Staff, Special Education Teachers, Section 31A Teachers
Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Workshop will include teacher modeling using oral stories, writing samples, mentor texts, and anchor charts. Additional lesson components include a share (e.g., follow up on a mini lesson, problem solve, preview) component, a Midworkshop teaching point, assessment (before, during, and after the lesson), and independent writing and conferring (with individual students and small groups). Resources and materials needed for the writing workshop include: mentor texts, read alouds, anchor charts, writing folders/journals and notebooks, post it notes, pencils, highlighters,	Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Section 31a	Principal, Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teachers
Activity - Section 31A Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Section 31A Reading Teacher will implement research based instructional strategies and provide supplemental support in small groups and in the classroom. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the MAISA curriculum and content expectations. The Section 31A Reading teacher will integrate reading strategies and informational text in order to strengthen literacy skills.	Direct Instruction	Tier 2	Implement	09/01/2017	06/29/2018	\$76300	Section 31a	Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teacher
Activity - Words Their Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Words Their Way is a word study program that targets acquisition and understanding spelling patterns. It includes five stages: Early Emergent Letter Name, Letter Name, Within Word Pattern, Syllables & Affixes, and Derivational Relations. Teachers will engage students in word study using games, word sorts, and texts to increase vocabulary knowledge and reading fluency, accuracy, and comprehension. Resources needed for implementation of Words Their Way include: copy paper, sorts, interactive white board, online games. The Spelling Inventory will be administered (pre/post) to monitor and track growth in word study and reading.	Evaluation, Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$0	No Funding Required	Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teachers
Activity - Parent Involvement Literacy Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (e.g. Section 31A Teachers, Classroom Teachers, Support Staff) will present reading, writing, and word study concepts, skills, and activities that students are learning in the classroom. Additionally, staff will model and share online games and programs and strategies that parents can use to reinforce reading and writing development in the home environment..	Parent Involvement	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Section 31a	Principal, Classroom Teacher, Support Staff, Section 31A Teacher

## Goal 3: All Ypsilanti International Elementary School Citizens will consistently demonstrate behaviors that reflect a respectful, responsible, and safe school culture and climate.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior that reflects a respectful, responsible, and safe school culture and climate in Art & Humanities by 06/29/2018 as measured by a reduction in discipline referrals and student suspensions, a decline in tardy rates, and an increase in student attendance and school connectedness. .

### Strategy 1:

Restorative Practices - Ypsilanti International Elementary School Staff will implement programs and processes that facilitate positive and respectful relationships between and among staff, students, families, and community partners

Category: Learning Support Systems

Research Cited: Costello, B., Wachtel, J., & Wachtel, T. (2009). The restorative practices handbook: For teachers, disciplinarians, and administrators. PA: International Institute of Restorative Practices.

Costello, B., Wachtel, J., & Wachtel, T. (2010). Restorative circles in schools: Building community and enhancing learning. PA: International Institute for Restorative Practices.

Tier: Tier 1

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Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Staff will implement the 11 Essential Elements of Restorative Practices. These include: affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams will work collaboratively in professional learning groups to increase their skills, understanding and ability to apply these elements when addressing student and adult issues, behavior infractions, conflict, and restoring relationships.	Community Engagement, Behavioral Support Program	Tier 1	Implement	09/01/2017	06/29/2018	\$0	No Funding Required	Principal, Classroom Teachers, Section 31A Teachers, Resource Room Teachers, Support Staff

### Strategy 2:

I.B. Attitudes and Learner Profiles - Students will develop key vocabulary and background knowledge of the International Baccalaureate Attitudes and Learner Profiles.

Category: School Culture

Tier: Tier 1

Activity - Morning Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ypsilanti International Elementary Staff will recognize and prompt positive behaviors through a school wide IB Attitude and Learner Profile Morning Assembly.	Community Engagement, Behavioral Support Program	Tier 1		09/01/2017	06/29/2018	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

Activity - Attendance Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ypsilanti International Elementary School will create an attendance recognition program to promote consistent attendance of students.	Other - Increase Attendance	Tier 1	Implement	09/01/2017	06/29/2018	\$0	No Funding Required	Principal, Classroom Teachers

Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, Students, and Staff will complete surveys to monitor culture/climate.	Community Engagement	Tier 1	Implement	09/01/2017	06/29/2018	\$0	No Funding Required	Principal, School Improvement Team

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Activity - Culture and Climate Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of a Culture and Climate Committee to address diversity and respect within the school and community.	Community Engagement	Tier 1	Implement	09/01/2017	06/29/2018	\$0	No Funding Required	Principal, School Improvement Team, Teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Morning Assembly	Ypsilanti International Elementary Staff will recognize and prompt positive behaviors through a school wide IB Attitude and Learner Profile Morning Assembly.	Community Engagement, Behavioral Support Program	Tier 1		09/01/2017	06/29/2018	\$0	Principal, Classroom Teachers, Support Staff
Attendance Recognition	Ypsilanti International Elementary School will create an attendance recognition program to promote consistent attendance of students.	Other - Increase Attendance	Tier 1	Implement	09/01/2017	06/29/2018	\$0	Principal, Classroom Teachers
Restorative Practices	All Staff will implement the 11 Essential Elements of Restorative Practices. These include: affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams will work collaboratively in professional learning groups to increase their skills, understanding and ability to apply these elements when addressing student and adult issues, behavior infractions, conflict, and restoring relationships.	Community Engagement, Behavioral Support Program	Tier 1	Implement	09/01/2017	06/29/2018	\$0	Principal, Classroom Teachers, Section 31A Teachers, Resource Room Teachers, Support Staff
Surveys	Parents, Students, and Staff will complete surveys to monitor culture/climate.	Community Engagement	Tier 1	Implement	09/01/2017	06/29/2018	\$0	Principal, School Improvement Team
Culture and Climate Committee	Development of a Culture and Climate Committee to address diversity and respect within the school and community.	Community Engagement	Tier 1	Implement	09/01/2017	06/29/2018	\$0	Principal, School Improvement Team, Teachers

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Words Their Way	Words Their Way is a word study program that targets acquisition and understanding spelling patterns. It includes five stages: Early Emergent Letter Name, Letter Name, Within Word Pattern, Syllables & Affixes, and Derivational Relations. Teachers will engage students in word study using games, word sorts, and texts to increase vocabulary knowledge and reading fluency, accuracy, and comprehension. Resources needed for implementation of Words Their Way include: copy paper, sorts, interactive white board, online games. The Spelling Inventory will be administered (pre/post) to monitor and track growth in word study and reading.	Evaluation, Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$0	Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teachers
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Blocks	Whole group instruction utilizing the CCSS and Everyday Math lasting no longer than 20 minutes. The mini lessons will incorporate use of erasable white boards/markers and a variety of manipulatives to maximize student engagement. Interactive white boards will be used for direct instruction and interactive lessons. Teachers will conduct unit and interim assessments to track and monitor student progress. Students also will use of Everyday Math Journals for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary, and concepts.	Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Principal, Classroom Teachers, Section 31A Teachers, Support Staff

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Mathematics Technology	Students will practice basic math facts and math skills daily. Technology such as Ipads, calculators, computers will be used to improve skills. Reflex Math will be used a minimum of twice weekly to practice facts and other math skills.	Implementation	Tier 1	Implement	09/01/2017	06/29/2018	\$5000	Principal, Section 31A Teacher Staff, Classroom Teachers, Teacher Consultant, Resource Room Teacher
Section 31A Teacher	The Section 31A Reading Teacher will implement research based instructional strategies and provide supplemental support in small groups and in the classroom. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the MAISA curriculum and content expectations. The Section 31A Reading teacher will integrate reading strategies and informational text in order to strengthen literacy skills.	Direct Instruction	Tier 2	Implement	09/01/2017	06/29/2018	\$76300	Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teacher
Parent Involvement Literacy Activities	Staff (e.g. Section 31A Teachers, Classroom Teachers, Support Staff) will present reading, writing, and word study concepts, skills, and activities that students are learning in the classroom. Additionally, staff will model and share online games and programs and strategies that parents can use to reinforce reading and writing development in the home environment..	Parent Involvement	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Principal, Classroom Teacher, Support Staff, Section 31A Teacher
Parent Involvement Math Activities	For Parent Involvement math events, classroom teachers, Section 31A math teachers, and support staff will present math concepts, skills and projects that students are learning and engaged in during the school day. In addition, they will model and share math games online games and programs, and strategies that parents can use to facilitate and reinforce math development and skills at home.	Parent Involvement	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Principal, General Education Teachers, Special Education Teachers, Section 31A Teachers

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Writing Workshop	The Writing Workshop will include teacher modeling using oral stories, writing samples, mentor texts, and anchor charts. Additional lesson components include a share (e.g., follow up on a mini lesson, problem solve, preview) component, a Midworkshop teaching point, assessment (before, during, and after the lesson), and independent writing and conferring (with individual students and small groups). Resources and materials needed for the writing workshop include: mentor texts, read alouds, anchor charts, writing folders/journals and notebooks, post it notes, pencils, highlighters,	Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/29/2018	\$2000	Principal, Classroom Teachers, Teacher Consultant, Resource Room Teacher, Section 31A Teachers
Section 31A Math Instruction	The Section 31A Math Teacher will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices.	Direct Instruction	Tier 2	Implement	09/01/2017	06/29/2018	\$54500	Section 31A Teacher, Classroom Teachers, Principal
Reading Workshop	The reading workshop will include a 15-20 minute whole group mini lesson followed by independent reading and conferring (with individual students and small groups), a Mid-workshop teaching point, partnership work, and a share (e.g., problem solve, review, celebrate learning component). A second whole group mini lesson may be taught and be followed by independent reading and conferring (with individual students and small groups), a Mid-workshop teaching point, partnership work and a share (e.g., problem solve, review, celebrate learning) component. Materials needed for the reading workshop include: mentor texts, read alouds, leveled readers, anchor charts, book boxes and crates, web-based technology such as Lexia, copy paper, highlighters and markers, pens and pencils, and post it notes. The DRA will be used as a pre and post test measure to monitor and track student growth in reading.	Evaluation, Materials, Direct Instruction	Tier 1		09/01/2017	06/29/2018	\$1000	Principal, Classroom Teachers, ESL Staff, Special Education Teachers, Section 31A Teachers