



School Improvement Plan

Ford Early Learning Center

Ypsilanti Community Schools

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 Goal 2: By June 29, 2019, and each year thereafter, all students in grades K-1 will increase Mathematics and numeracy proficiency performance level on the NWEA district assessment and on the Classroom assessments by 3% each year in mathematics and numeracy. 23

 Goal 3: By June 29, 2018, and each year thereafter, we will decrease the number of suspensions by 3%. 24

 Goal 4: By June 29, 2019 and each year thereafter, Ford ELC will increase student attendance by 2% , or maintain, to meet the goal of 95% daily attendance rate. 25

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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	Ford will continue to use the 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?

Throughout the school year, we have completed Collaborative Learning Cycles around all of our school data points to evaluate and determine what our needs and actions steps needed to be. This included demographic data, perception data, and achievement data.

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 allowed us to identify the areas that we need to focus on. The biggest area was that of attendance and parent involvement. Academically reviewing student achievement data shows us that there is still room for growth in the areas of literacy, math and science. It shows us that the teachers need more support in implementing investigative and higher order thinking lessons.

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 school improvement goals are created based on both the CNA of the school and that of the district. Using the collaborative learning cycle process allows us to identify very specific needs based on all types of data and to create action steps for those areas. We then utilized our overall findings to write goals for next school year.

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

The goals are set based on data, when we look at our data we look at both what we are doing well and what needs to be improved. In doing this we are able to push students who are at the top forward and also look at how we can help students who are at the lower end move up. We do take into account the needs of all students, but due to our population we pay particular attention to those who are disadvantaged and how we can address their basic needs with both Tier 1 and Tier 2 support.

Component 2: Schoolwide Reform Strategies

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

Some strategies to to help all students meet the state goals include (but not limited to): MTSS, small group, one to one, large group, teaching and reteaching, hands on activities, parent involvement, parent education opportunities.

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).

We utilize guided reading, phonics, calendar math and morning meeting.

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

The CNA indicates that our students are behind grade level peers in foundational reading and math skills and therefore the research based reform strategies have been selected to address these skills. Additionally the comprehensive needs assessment indicates that attendance and behavior are concerns, the implementation of PBIS will assist with improving both of these.

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 use of MTSS will allow us to identify and address the individual needs of students. Students will receive extra support in literacy and mathematics. Additionally behavioral support will be provided by the social works and restorative practices coaches.

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

The school participates in regular collaborative learning cycles around classroom data, assessment data from standardized tests, attendance and behavior data.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for teachers this school year was 35%.

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

The experience level ranges from first year teachers to veteran teachers with 30 or more years experience.

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

Our school has created a climate that is built on teamwork, open communication, respect and a love for teaching. Additionally we have instructional coaches for the district and mentors to support all teachers who are new to the district.

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

The district provides a mentor program to assist new staff with adjusting to positions, learning curriculum and professional development is offered to train staff in curriculum and district initiatives.

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?

This years high turnover rate includes staff that left due to a change in administration. The new administration has worked to include a change in culture and climate and we do not expect this high turnover rate to continue.

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.

Staff will be receiving professional development around instructional strategies in math, reading and writing. Staff will also be participating in instructional rounds and peer observations. Additionally grade level teams will be completing ongoing collaborative learning cycles with support from instructional coaches for identifying and monitoring implementation of instructional strategies.

The staff had determined that to support student behaviors further training around trauma sensitive classrooms is necessary.

All new staff will receive training in restorative practices, conscious discipline and will participate in monthly mentorship meetings.

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

Professional learning will be scheduled by the district monthly and will also take place in weekly building level staff meetings and grade level meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

Parents are invited to be active participants in all school functions including monthly school improvement meetings. The parent compact and parent involvement policies are available on the school website.

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

Parents are invited to be active participants in all school functions including monthly school improvement meetings. The parent compact and parent involvement policies are available on the school website.

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

Parents are given surveys to complete to help in the planning of curriculum nights (math night, literacy night and others) to let us know what went well and what they would like to see done differently.

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).

All families are given a copy of the parent compact at the beginning of the school year and/or it can be found on the school website. Parents are encouraged to help out in their child's classroom as we have an open door policy. Families are also encouraged to meet with teachers throughout the school year to discuss their child's progress.

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

During school improvement meetings and staff meetings, staff reflect on how parents can be more involved in school activities. Surveys are also handed out after school activities to retrieve parent feedback on what went well and what can be done differently next time.

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

The results are carefully looked at as a team. This past year we had a decent parent turn out at some events and others parents did not

show up. We asked parents the night of, what we could do better and they said collectively they weren't sure, as they said we informed parents of the events through school messenger, newsletters, office announcements, personal invites etc. One of the changes we are considering is days and times that we select for parent nights.

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

The school-parent compact is developed through collaboration of schools within the district. The PTO and staff also contribute to the items included within the compact.

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

The school-parent compact is shared with parents at the beginning of the school year as well as at parent-teacher conferences twice a year. Teachers emphasize the importance of collaboration with parents within the classroom.

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

This does not apply to our school.

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.

We utilize interpreters for communicating verbally with parents, we also have many of our documents translated into the first languages of families so that they are able to know what is happening in their child's life as well as academically.

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?

Ford ELC has preschool students within the building. In the spring time there are numerous activities that the preschool students participate in such as visiting kindergarten classrooms, touring and eating lunch in the lunchroom, buddying up with kindergarten students, and multiple kindergarten open house opportunities. We also send flyers and information for families who are not currently attending Ford ELC to ensure that all preschool students within the community have the opportunity to participate in open houses and/or arrange for personal visits.

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?

Preschool teachers attend district and ISD professional development days throughout the school year. Preschool parents are invited to attend monthly preschool meetings held at the school which provide parents with multiple activities to help get their children ready for 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?

YCS has teacher leader groups that meet when new assessments/curriculum or programs are being looked at. At Ford, we have 1-2 teachers represented for each of our grade levels.

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

Student achievement data is looked at during CLC/Grade Level meetings. We use the Collaborative Learning Cycles to place students in groups of above, at or below grade level expectations. From there we look at the students who would benefit from extra supports received either in Tier 2 or Tier 3 groupings.

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.

The NWEA (state assessment) is given three times during the school year to our first grade students. The students who experience difficulty on the state assessment receive Title One support. Local assessments are also used to help determine students achievement level.

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?

Grade level teams will use collaborative learning cycles to identify students who are struggling with specific objectives and title I support staff will provide instruction around those specific objectives, students will be assessed within each cycle and will be placed in appropriate groupings for each cycle.

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

Teachers use small group instruction that are tiered according to students academic needs.

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.

Programs/resources that we will be using to support our school wide program our Title 1 and 31a funding for our literacy and math support teachers. We meet with our grade level teams to look at data and who falls into the Tier 2 and Tier 3 categories. Next we discuss who will receive services and progress monitor every 4-6 weeks, with benchmarking 3 times a year.

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.

Ford ELC will utilize the Title One monies to target our low academic first grade students. We will also be hosting two or more parent nights focused on math and literacy.

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.

We currently have 6 Head Start/GSRP all day blended classes and 1 GSRP all day class. All students receive free breakfast and lunch.

Evaluation:

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

Each year the Building Turn Around Team meets at minimum monthly to discuss the implementation of the program and any changes that we need to make. We also complete Collaborative Learning Cycles around various data points each school year to ensure that we are working towards the right goals and that action steps are in place for our goals. This data is presented at staff meetings and grade level meetings and is further discussed and evaluated.

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.

Ford ELC staff and parents will discuss local assessment data as it is available to us, we have also piloted the KRA and have evaluated student data from that, using it to help us to identify areas of need. However, because we are a Prek-First grade building we do not have any other state assessment data at this time.

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.

The continuous use of collaborative learning cycles to identify achievement gaps and needs of our lowest performing students allows us to make adjustments for those students so that their needs are being met. Additionally this process allows us to reflect on adult implementation data of the strategies being utilized to meet the needs of all of our 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?

Monthly and quarterly evaluation of the collaborative learning cycles, perception data and academic data allows us to create action steps around specific needs, this information is then also evaluated at the end of each school year to create a big picture plan for the upcoming school year.

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 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	By June 29, 2019, and each year thereafter, all students in grades K-1 will increase reading proficiency performance level on the NWEA district assessment and on the Lexia Rapid test by 3% each year in reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
2	By June 29, 2019, and each year thereafter, all students in grades K-1 will increase Mathematics and numeracy proficiency performance level on the NWEA district assessment and on the Classroom assessments by 3% each year in mathematics and numeracy.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	By June 29, 2018, and each year thereafter, we will decrease the number of suspensions by 3%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$200
4	By June 29, 2019 and each year thereafter, Ford ELC will increase student attendance by 2% , or maintain, to meet the goal of 95% daily attendance rate.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: By June 29, 2019, and each year thereafter, all students in grades K-1 will increase reading proficiency performance level on the NWEA district assessment and on the Lexia Rapid test by 3% each year in reading.

Measurable Objective 1:

100% of Kindergarten and First grade students will increase student growth 3% each year in Reading by 06/29/2019 as measured by Lexia Rapid and NWEA.

Strategy 1:

Collaborative Learning Cycles - Grade level teams will utilize collaborative learning cycles to create pre/post assessments, evaluate data, form differentiated groups and use common instructional strategies to meet students learning needs.

Category: Learning Support Systems

Research Cited: Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>.

Lane, B.(2014).Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Tier: Tier 2

Activity - Teacher Training on Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train classroom teachers and support staff (Title I) on Instructional Strategies vs. Activities	Professional Learning	Tier 1	Implement	08/08/2018	12/05/2018	\$0	General Fund	Principal, District Instructional Coaches

Activity - Assessment Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in teams to create assessments for each collaborative learning cycle.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/08/2018	06/05/2019	\$0	No Funding Required	Principal, District Instructional Coaches, Teachers, Title I support staff

Strategy 2:

Lexia Reading - Teachers will incorporate the use of technology- Students will use an online, interactive ELA program to improve their reading comprehension skills, sight words and reading strategies.

Category: Technology

Research Cited: Paul Macaruso & Alyson Rodman (2011) Efficacy of Computer-Assisted Instruction for the Development of Early Literacy Skills in Young Children, Reading Psychology, 32:2, 172-196, DOI: 10.1080/027027110036080

Tier: Tier 1

Activity - Lexia Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive, Online ELA program that students will use to increase their reading skills.	Technology	Tier 1		08/06/2018	06/28/2019	\$0	General Fund	All

Goal 2: By June 29, 2019, and each year thereafter, all students in grades K-1 will increase Mathematics and numeracy proficiency performance level on the NWEA district assessment and on the Classroom assessments by 3% each year in mathematics and numeracy.

Measurable Objective 1:

100% of All Students will increase student growth 3% each year in Mathematics by 06/28/2019 as measured by Classroom Assessments and NWEA.

Strategy 1:

Collaborative Learning Cycles - Teachers will use pre/post assessment cycles to identify student needs, students will be grouped and will receive differentiated instruction to meet student needs.

Category: Mathematics

Research Cited: Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher Education and Development, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier: Tier 1

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Activity - Teacher Training on Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be provided to teachers on mathematics instructional strategies.	Professional Learning	Tier 1		08/01/2018	06/28/2019	\$0	No Funding Required	Principal, Instructional Coaches, Lead Teachers

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Everyday Math Curriculum for both large group and small group instruction. Groups will be differentiated based on student needs	Implementation, Curriculum Development	Tier 1		08/06/2018	06/28/2019	\$0	No Funding Required	All

Strategy 2:

Common Assessments - Teachers will use common assessments to drive instruction. Teachers will implement pre/post unit assessments using the Everyday Math curriculum. Teachers will also implement beginning of the year/end of the year assessments.

Category: Mathematics

Research Cited: David Gijbels & Filip Dochy (2006) Students' assessment preferences and approaches to learning: can formative assessment make a difference?, Educational Studies, 32:4, 399-409, DOI: 10.1080/03055690600850354

Tier: Tier 1

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level team meetings to create and evaluate pre/post test for units of EDM.	Evaluation, Teacher Collaboration	Tier 1		08/06/2018	06/28/2019	\$0	No Funding Required	Classroom Teachers, Support staff, Special education teachers, Title I interventionists

Goal 3: By June 29, 2018, and each year thereafter, we will decrease the number of suspensions by 3%.

Measurable Objective 1:

collaborate to decrease suspensions by 3% annually by 06/28/2019 as measured by Powerschool data on suspensions.

Strategy 1:

Restorative Practices - Staff will all be trained or review the process for utilizing restorative practices. Through utilizing the restorative process students will be able to resolve problems more quickly and return to class.

Category: Other - Student Support

Research Cited: McCluskey, G., Lloyd, G., Kane, J., Riddell, S., Stead, J., & Weedon, E. (2008). Can restorative practices in schools make a difference?

Meyer, K. (2011). Restorative circles: Past, present and future.

Mirsky, L. (2007). Safer saner schools: Transforming school cultures with restorative practices.

Mirsky, L. (2011). Restorative practices: Giving everyone a voice to create safer saner school communities.

Tier: Tier 1

Activity - Community Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and utilize restorative circles in the classrooms on a regular basis (no less than 3 days per week)	Behavioral Support Program	Tier 1		08/02/2018	06/07/2019	\$200	General Fund	Principal, Dean, District Restorative Practices Coach

Goal 4: By June 29, 2019 and each year thereafter, Ford ELC will increase student attendance by 2% , or maintain, to meet the goal of 95% daily attendance rate.

Measurable Objective 1:

95% of All Students will demonstrate a behavior increase attendance by 2% or maintain 95% average daily attendance in Practical Living by 06/28/2019 as measured by Average daily attendance.

Strategy 1:

Intense Student Support - Ford ELC believe that every student has the right to a safe, supportive school in which we respect each student's values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational experience and that it is the district's responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that each student reaches his/her potential as result of an equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and non-academic needs of each student within its charge.

As a result of these beliefs, the district embraces the opportunity to engage with every student to maximize both his/her academic and social learning. The student support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The district recognizes that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy's work with pastoral care as a guide, the district's Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are:

Care/Relationships

Support

Safely

Membership

Category: Other - Socio Emotional Support

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf.

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones,F. L. (2013).The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

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Tier: Tier 1

Activity - Concious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create safe and accepting classroom environments using the strategies and activities included with conscious discipline.	Behavioral Support Program	Tier 1		08/06/2018	06/28/2019	\$0	No Funding Required	Classroom Teachers, Support Staff, Administration
Activity - Structures and Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish classroom routines and structures to support positive climate, shared ownership and classroom systems	Behavioral Support Program	Tier 1	Monitor	08/06/2018	06/28/2019	\$0	No Funding Required	Classroom Teachers, School Administration
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling with attendance, behaviors or academics will be referred to the school team for intervention. The team partnered with the classroom teacher will establish interventions to be put into place and monitored. Data will be collected on a weekly basis to determine the effectiveness of the interventions. The team will reconvene to determine what actions and next steps will need to be taken.	Behavioral Support Program, Academic Support Program, Evaluation	Tier 2	Implement	08/06/2018	06/28/2019	\$0	No Funding Required	Classroom teachers, Special education teachers, support staff, parents, school administration

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
MTSS	Students who are struggling with attendance, behaviors or academics will be referred to the school team for intervention. The team partnered with the classroom teacher will establish interventions to be put into place and monitored. Data will be collected on a weekly basis to determine the effectiveness of the interventions. The team will reconvene to determine what actions and next steps will need to be taken.	Behavioral Support Program, Academic Support Program, Evaluation	Tier 2	Implement	08/06/2018	06/28/2019	\$0	Classroom teachers, Special education teachers, support staff, parents, school administration
Formative Assessments	Teachers will meet in grade level team meetings to create and evaluate pre/post test for units of EDM.	Evaluation, Teacher Collaboration	Tier 1		08/06/2018	06/28/2019	\$0	Classroom Teachers, Support staff, Special education teachers, Title I interventionists
Teacher Training on Instructional Strategies	PD will be provided to teachers on mathematics instructional strategies.	Professional Learning	Tier 1		08/01/2018	06/28/2019	\$0	Principal, Instructional Coaches, Lead Teachers
Conscious Discipline	Teachers will create safe and accepting classroom environments using the strategies and activities included with conscious discipline.	Behavioral Support Program	Tier 1		08/06/2018	06/28/2019	\$0	Classroom Teachers, Support Staff, Administration

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Assessment Literacy Training	Teachers will work in teams to create assessments for each collaborative learning cycle.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/08/2018	06/05/2019	\$0	Principal, District Instructional Coaches, Teachers, Title I support staff
Structures and Routines	Teachers will establish classroom routines and structures to support positive climate, shared ownership and classroom systems	Behavioral Support Program	Tier 1	Monitor	08/06/2018	06/28/2019	\$0	Classroom Teachers, School Administration
Small Group Instruction	Teachers will utilize the Everyday Math Curriculum for both large group and small group instruction. Groups will be differentiated based on student needs	Implementation, Curriculum Development	Tier 1		08/06/2018	06/28/2019	\$0	All

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Circles	Teachers will be trained and utilize restorative circles in the classrooms on a regular basis (no less than 3 days per week)	Behavioral Support Program	Tier 1		08/02/2018	06/07/2019	\$200	Principal, Dean, District Restorative Practices Coach
Teacher Training on Instructional Strategies	Train classroom teachers and support staff (Title I) on Instructional Strategies vs. Activities	Professional Learning	Tier 1	Implement	08/08/2018	12/05/2018	\$0	Principal, District Instructional Coaches
Lexia Reading	Interactive, Online ELA program that students will use to increase their reading skills.	Technology	Tier 1		08/06/2018	06/28/2019	\$0	All