



School Improvement Plan

Ashley Elementary School

Ashley 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ashley Elementary school has just over 100 students. There are 6 elementary teachers to work with grades PK-4. The school district of Ashley covers approximately 58 square miles and includes property in both Gratiot and Saginaw counties. Ashley is a bedroom community with virtually no industrial tax base. Many Ashley residents travel to nearby cities or to Lansing to work in automobile assembly or automotive related work centers. The tax base does consist primarily of agricultural activities, most of it farming, State game area, and small businesses. Over the last three years, the enrollment has slightly declined. Families have continued to need to move away from the district to find valid employment. The school has lost in-district students to other districts due programs not offered in Ashley. To attract students from other districts and to bring back students, the school continues to find ways to improve instruction to meet each student at an individual level. With a smaller atmosphere, staff members are able to ensure all students are supported fully. We have primarily Caucasian students with over 50% of the students being free and reduced. Three of the elementary staff members have over 15 years of experience in the district. One has close to ten years of experience and two staff members are coming into their second year in the district. The school and district is very small in comparison to most. With this, the school is extremely close and both students and staff look out for others. This enables a positive "family" environment. This is can also be a challenge. Staff are forced to wear many hats and some programs are not able to be offered because of limited resources.

School's Purpose

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

Vision Statement

Ashley Elementary School, with support from parents and community members, will become the school of choice for all students in central Michigan. This will be accomplished through a dedication to excellence, a consistent and sustained process of improvement, and through continued support from the community and regional educational support agencies.

Mission Statement

Ashley Elementary School, in conjunction with the parents and community, will strive to provide an environment in which our students will be able to attain their full potential and become productive, caring citizens in an ever-changing world.

Beliefs Statement

We at Ashley Elementary School believe that all students can learn. Given this, and given that we refuse to give up on any student for any reason, believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Ashley Elementary has "Beat the Odds" according to the State of Michigan three out of the last four years for achieving high academic success in light of barriers to the contrary. We have continually scored towards the top of the region in reading. The school has improved in the area of data collection insuring instructional decisions are based on data analyzed. The school did develop and implement a standards based report card to better communicate what is expected of all students. To improve writing achievement, the school will continue to implement the 6 + 1 writing program which allows for common vocabulary. Moreover, staff members were trained in the Daily 5 literacy program. This program supports differentiated instruction and allows students to have more ownership of their learning.

Evidence achievement is demonstrated by being named a reward school. Over the next three years, Ashley Elementary would like to increase student writing and math scores to meet or exceed state identified annual measurable objectives. This will be achieved through implementing an agreed upon curriculum based on Common Core State Standards.

Additional Information

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

Ashley Elementary has a phenomenal staff that works tirelessly to ensure that all students are fully supported. The small atmosphere allows for effective communication among all stakeholders. This communication ensures that the staff truly "know" their students and needs accordingly.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process of engaging our stakeholders is vital to Ashley Elementary Schools continuing growth and development. Therefore, information regarding the focus of the school improvement meetings were sent home and posted on the Ashley Schools Facebook page. Stakeholders were invited and encouraged to contact the school administrators, at which time roles were discussed. Meetings were held to accommodate stakeholders schedules.

To increase parent involvement additional strategies must be discussed and implemented. The SIP team will be investigating and exploring methods to obtain parent feedback.

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

The stakeholders who participated were parents, administrators, teachers and small business owners in the area. Individuals were encouraged to express ideas, thoughts and concerns to help with the implementation of goals and objectives to improve the school.

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

The plan was and will continue to be posted on the Ashley Community School website. Additionally, this information will be presented at parent meetings and teachers will continue to review and implement goals accordingly.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Ashley Elementary School needs to continue to address the concerns that are causing a decline in enrollment. Moreover, we need to find ways to attract students to our area and school district. As enrollment declines this directly impacts the staffing needs.

How do student enrollment trends affect staff recruitment?

Ashley Elementary Schools staff members demonstrate loyalty and remain with the district throughout their career. This loyalty is extended to new staff members. Current staff members serve as mentors to new teachers and enfold them into the school culture. New staff members quickly become acclimated to Ashley Elementary and are part of the fabric of the school community. Recruitment has not been a challenging area for Ashley Elementary.

How do student enrollment trends affect budget?

Like many other Michigan schools, budget impacts access to resources and materials. However, personnel is the greatest resource for Ashley Elementary students. With dedicated teachers, support staff members, and the school principal, budget challenges are mitigated.

How do student enrollment trends affect resource allocations?

Aside from personnel costs, Ashley Elementary receives limited allocations for supplies and materials. However, staff members are quite resourceful in acquiring grant funds to implement classroom enhancements. Supportive parent groups also work to provide additional revenues for classroom teachers to use to enrich the elementary program.

How do student enrollment trends affect facility planning and maintenance?

Ashley Elementary has adequate space for serving students. With one kindergarten, one first grade, one second grade, one third grade, and one fourth grade classroom, the building easily houses the number of students and staff members.

How do student enrollment trends affect parent/guardian involvement?

Ashley Elementary sustains a rich family involvement environment. Due to its small size, communication with families and parents is conducted regularly. Parents and guardians involved in the school enjoy the invitational atmosphere.

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

Ashley Elementary staff members focus on their professional learning as student needs change teachers adjust the curriculum to adhere to the student needs. It is the goal and objective of personnel to ensure that all students are achieving, thus teachers are given time to analyze data to assist instruction of students. It is through identified professional learning that Ashley Elementary continues implementing research based best practices.

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

Total enrollment for Ashley Elementary and the entire school district remains a concern. Over the past five years, the Elementary school has seen a decline in the number of students. However, it is through dedicated service to Ashley Elementary students and their families that we anticipate the enrollment will remain steady for grades K-4. One strategy to stabilize enrollment is to offer full day preschool in our district.

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

Ashley Elementary Staff members will focus on improving communication with parents and family members. It is with the increase of communication that parents and families will become more comfortable with the school and express any issues they may be facing.

What are the challenges you noticed based on student attendance?

Due to the relatively small class sizes at Ashley Elementary, when students begin to indicate a pattern of erratic attendance, families are quickly contacted.

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

Ashley Elementary needs to continue the essential habit of communicating with and educating parents/guardians. School attendance has a direct correlation to student achievement and success. Additionally, if attendance issues are not resolved through this process, the administration will follow the attendance policy.

Student Achievement Data for All Students

This area includes data questions.

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

Ashley Elementary School's trend data in reading indicates that this is the content area of highest achievement.

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

Ashley Elementary Reading results indicate the strongest performance area remain fairly consistent.

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

Ashley Elementary exceeds state averages at fourth grade levels in the content area of reading. However, this year the 3rd grade class saw a decline in student performance in the area of reading. The 3rd grade students performed below the state average.

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

In the three areas of reading, math, and writing the Top 30% of students represent equitable numbers from a number of subgroups. Economically Disadvantaged students and Students with Disabilities are listed among those identified in this group.

75% of students obtained a qualifying score in both Math and Reading to include them in the Top 30%.

A trend identified is that 6 of 7 students listed in the top 30% in the content area of writing were not included in the Top 30% in reading.

What factors or causes contributed to improved student achievement?

Ashley teachers are focusing on using formative and summative assessment data in order to differentiate instruction.

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

Of those listed in the Top 30% 100% were identified as top students in both Reading and Writing. Where as 57% were proficient or advanced in Math.

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

The most challenging content area identified by assessment data is the area of Mathematics.

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

3rd grade Reading and Mathematics

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

3rd grade Reading and Mathematics achievement scores are below state averages.

4th grade Math and Writing achievement scores are below state averages.

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

As the Bottom 30% data was reviewed, it was revealed that Writing appears to be an anomaly. Of the seven students identified in the Bottom 30% in Writing, only one of the students was in the Bottom 30% across multiple subject areas.

57% of the students in the Bottom 30% for Math were also in the Bottom 30% for Reading.

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

Staff continues to disaggregate the state and local assessment data to identify contributing factors. Also, due to small class sizes the achievement results will fluctuate as a student's results will count 5-10% depending on the number of students tested.

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

Ashley Staff members continue to study the data to identify factors. With the small school population, one student equates to a significant percentage swing in scores.

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

Ashley Elementary educators will continue meeting in Professional Learning Communities to identify achievement strengths and challenges. They will share their knowledge and expertise to benefit all Ashley Elementary students.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

N/A

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

Ashley Elementary studies STAR, DIBELS, Study Island, DRA, local assessment data, etc.

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

N/A

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

N/A

What actions could be taken to continue this positive trend?

N/A

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

Response:

- None

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

Response:

- None

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

N/A

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

N/A

What other data support the findings?*

N/A

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

N/A

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

N/A

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

N/A

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

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N/A

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

Students with Disabilities have full access to intervention programs and after school programs. Staff ensures that students and their families are knowledgeable regarding the programs that are offered.

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

Ashley Elementary implements a STAT process. Teachers meet to discuss students that are experiencing challenges. Parents are included in this team problem solving model.

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

Programs that Ashley Elementary has implemented extend the learning for all students. These programs include Study Island and Accelerated Reading.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

Information regarding Extending Learning Opportunities is shared with parents through school/home communications, during parent teacher conferences, and at other times during the year.

Label	Question	Value
	What is the total FTE count of teachers in your school?	6.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

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

What impact might this data have on student achievement?

Veteran teachers and early teachers share their knowledge, expertise, and energy for serving Ashley Elementary students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	20.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	88.0

What impact might this data have on student achievement?

Ashley teachers are sensitive to being out of their classrooms. They limit their absences when possible and create full lesson plans for when they are away.

Perception Data - Students

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

The students feel they attend and learn in a supported and caring environment. They feel the school respects the students and provides a safe learning environment.

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

The students feel they are supported as individual learners.

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

Although, students feel they are supported as individuals, they feel there is always room to improve. One area students would like to see improvement is in the playground area. Students state sometimes this is an area some students are "picked on."

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

The teaching, paraprofessional staff will be monitoring student behavior throughout the year.

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

Students at Ashley feel as if the school is a family environment that works as a unit to support the students. Therefore, providing a safe, secure and supported environment.

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

The staff at Ashley will continue to monitor the satisfaction levels of areas with students. The teachers and administrators will be soliciting feedback from the stakeholders.

Perception Data – Parents/Guardians

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

The parents feel the school provides a safe and caring environment for their children.

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

The parents feel the school provides many opportunities for students considering the size and the financial funding of schools across the State of Michigan.

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

Parents have identified the need for more communication avenues for parents. The teaching staff and administration are working diligently to improve this area. Teachers are communicating using Friday Folders, sending weekly notes, emails and phone calls. Additionally, Facebook notices and updates on the district webpages are being implemented about school information.

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

Although, there hasn't been a specific decreasing trend identified by parents/guardians the teachers and administrator will continue to monitor and facilitate any necessary changes needed.

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

The size of the school enhances the ability of teachers and parents to have the relationship needed to provide the ultimate success for the student.

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

Teachers and administrators will use a variety of media to communicate with parents/guardians. Information will be send home, placed on the website and the use of the automated calling system will be used to improve satisfaction.

Perception Data – Teachers/Staff

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

The teachers feel the school provides a safe, supportive and caring environment for students.

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

Teachers feel students are able to receive more individualized differentiated instruction.

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

The teachers and staff would like to see better communication between the staff and administration.

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

The teaching staff would like to see better communication between staff and administration

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

With the increased responsibilities for administrators outlined by the state, it is challenging to provide the same level of service as provided and expected in previous years.

Other

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

N/A

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

The teaching staff works collaboratively to provide a seamless transition for students between grade levels. This allows teachers to provide continued support to students, parents and colleagues. The administration has provided a common preparation period to facilitate this process. If the teachers feel more time is needed, they meet on their own to ensure a seamless transition.

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

The teachers have been transitioning from the GLCE's to the Common Core State Standards. However, the teachers are awaiting the decisions from the state as to direction needed to take for our students. These information has been discussed in various staff meetings and professional development arenas.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This does not apply as the Ashley Elementary is PK through 4th grade.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A as this is an Elementary building PK-4th grade.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tim Hughes, Superintendent of Ashley Community Schools. 104 New St. Ashley, Michigan 48806 989-847-4000	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Please see our goals and objectives. The Ashley Elementary School is working diligently to incorporate the 21st curriculum into their lessons. This will allow students the opportunity to familiarize themselves with technology.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Ashley Elementary School set out to complete a Comprehensive Needs Assessment that involved multiple stakeholder groups. First, Perception Surveys were disseminated widely across the district to teachers, students, parents, and community. Staff members and school leaders are using this data to determine the areas of strengths and the possible areas to improve. Second, the School Process Rubrics were completed as required. Staff members provided input for each of the five strands. Exemplary areas were identified as well as areas that are Partially Implemented. In addition, student data was analyzed which included multiple data points.

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

Ashley Elementary School Perception Surveys indicate that the school exhibits a safe, caring, and supportive environment. An area identified as needing further attention is that individual student needs should be a focus of the educational team.

Ashley Elementary School's School Process Rubric results demonstrate that a number of areas were deemed 'Partially Implemented'. The areas include: Shared Leadership, Parent/Family Involvement, Personnel and Professional Learning, and Information Management. Data analysis identified Writing as a challenge area for all students. With the small student groups, it is difficult to identify subgroup trends.

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

Ashley Elementary School's identified goals specifically relate to the needs assessment findings. Goals link to Writing, Math, and Reading. Goals include a focus on student individual needs, stakeholder communication, data analysis, and embedded professional learning.

Ashley Elementary goals include the state identified annual measureable objective. Data analysis discovered that the achievement data lags behind state averages in the area of math and that writing achievement shows a significant decline. Reading achievement has flat lined, the school is working to change the trend line. Ashley Elementary School is a very small school district overall enrollment averages 120 students in this building Each grade level has under 30 students. Subgroup analysis is challenging as our N number is less than 10 students. Therefore, it difficult to analyze the overall performance of these students. However, an analysis of student data is conducted internally and staff are aware of the needs of each student. With the above demographics in mind, reporting a detailed analysis on subgroups presents a challenge as FERPA laws have to be followed. Additionally, It should be noted due to the small student population, student scores count a higher percentage then those school districts having a larger student population.

Student Achievement:

Ashley Elementary was ranked at the 93 percentile according to the top to bottom ranking. In 2011-2012 the Math baseline data is 38.75 this indicates an increase of an AMO of 6.3 per year. In the area of Mathematics according to the 2010-2011 MEAP test results, 3rd grade was 50% proficient. When the results were broken down further it was determined that there wasn't a difference between Gender in proficiency. In the economically disadvantaged subgroup it was determined 38.5% of economically disadvantaged students obtained proficiency. The students not economically disadvantaged were 60% proficient. In the 4th grade the same year, the students were 48.2% proficient. In the

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subgroup area of gender males were 50% proficient however, less than 10 females tested so the percentage of proficiency could not be reported. Economically disadvantaged students were more proficient than the students not economically disadvantaged. Students economically disadvantaged were 50% proficient and the not economically disadvantaged students were 45.5% proficient. The 5th grade students testing in the 2010-2011 MEAP year were 56% proficient in Mathematics. In the subgroup tested Male students were 60% proficient however, there were less than 10 female students were tested therefore proficiency percentages were not reported. The difference in proficiency was significant in the area of economically disadvantaged. Economically disadvantaged students were 38.5% proficient whereas the Not Economically disadvantaged students were 60% proficient. According to the MEAP results in the 2011-2012 school year the 3rd grade students were 44% proficient in the area of Mathematics. There was a difference in proficiency between males and females. The female students demonstrated 30% proficiency whereas the male students were 53% proficient. In the economically disadvantaged subgroup there were less than 10 students economically disadvantaged tested, although the Not economically disadvantaged students were 47% proficient. The 4th grade students tested in the 2011-12 year were 31% proficient. The male students were more proficient than the females tested. Males demonstrated 43% proficiency whereas the females were 17% proficient. In the area of economically disadvantaged less than 10 were tested therefore, proficiency results were not reported. The students not economically disadvantaged were 39% proficient. Students in the 5th grade were 38% proficient. Boys had 41% proficient rate and 40% of females tested were proficient. In the area of economically disadvantaged less than 10 students were tested so, percent proficient was not reported. The students Not economically disadvantaged were 47% proficient. In the 2012-2013 MEAP testing year 3rd grade students were 30.4% proficient. There was not a significant difference between males and females tested. Males were 30.8% proficient and the females were 30% proficient. In the economically disadvantaged

subgroup the economically disadvantaged students were 35% proficient. The students not economically disadvantaged proficiency rates were not reported as less than 10 students tested. The students tested in the 4th grade, 36.8% were proficient. Male students tested demonstrated that 46.2% students were proficient. A percent proficient was not listed for female students as less than 10 tested. The students identified as economically disadvantaged were 33.3% proficient. The proficiency percentage was not reported for students not economically disadvantaged as less than 10 students tested. Students in the 5th grade were 36% proficient in the area of Math. The gender subgroup results indicated 28.6% of males were proficient and 45.5% of the girls were proficient. This significant difference was noted. In the area of economically disadvantaged, 35% of students identified as economically disadvantaged were proficient. However, there were not enough students identified as not economically disadvantaged tested to have this information provided.

In the area of Reading according to the 2010-2011 MEAP test results, 3rd grade students were 60.7% proficient. Upon further analysis of the results it was determined there was a difference between Gender in proficiency. Overall the females were 57.1% proficient and males were 64.3% proficient. In the economically disadvantaged subgroup it was determined 61.5% of economically disadvantaged students obtained proficiency. The students not economically disadvantaged were 60% proficient. Students testing in the 4th grade the same year, 82.2% were proficient in reading. In the gender subgroup area males were 83.3% proficient however, less than 10 females tested so the percentage of proficiency could not be reported. Economically disadvantaged students were more proficient than the students not economically disadvantaged. Students economically disadvantaged were 93.8% proficient and the not economically disadvantaged students were 72.7% proficient. The 5th grade students testing in the 2010-2011 MEAP year were 63.6% proficient in Reading. In the subgroup tested Male students were 60% proficient however, there were less than 10 female students were tested therefore proficiency percentages were not reported.. Economically disadvantaged student proficiency percentages were not reported as less than 10 students were tested. The Not Economically disadvantaged students were 68.8% proficient. According to the MEAP results in the 2011-2012 school year the 3rd grade students were 80% proficient in the area of Reading. There was not a difference in proficiency between males and females as both groups were 80% proficient. In the economically disadvantaged subgroup there were less than 10 students economically disadvantaged tested, although the Not economically disadvantaged students were 79% proficient. The 4th grade students tested in the 2011-12 year were 77% proficient. Males demonstrated 83.3% proficiency and the females were 83% proficient. In the area of economically disadvantaged less than 10 were tested therefore, proficiency results were not reported. The students not economically disadvantaged were 72% proficient. Students in the 5th grade were 60% proficient. Boys had 82% proficient rate and females tested were less than 10 therefore, information

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wasn't provided. In the area of economically disadvantaged less than 10 students were tested so, percent proficient was not reported. The students Not economically disadvantaged were 79% proficient. In the 2012-2013 MEAP testing year 3rd grade students were 69.6% proficient. Males were 69.2% proficient and the females were 70% proficient. In the economically disadvantaged subgroup the economically disadvantaged students were 75% proficient. The students not economically disadvantaged proficiency rates were not reported as less than 10 students tested. The students tested in the 4th grade, 77% were proficient in reading. Male students tested demonstrated that 84.6% students were proficient. A percent proficient was not listed for female students as less than 10 tested. The students identified as economically disadvantaged were 66.7% proficient. The proficiency percentage was not reported for students not economically disadvantaged as less than 10 students tested. Students in the 5th grade were 60% proficient in the area of reading. The gender subgroup results indicated 57.1% of males were proficient and 63.6% of the girls were proficient. . In the area of economically disadvantaged, 61.9% of students identified as economically disadvantaged were proficient. However, there were not enough students identified as not economically disadvantaged tested to have the this information provided.

In the subject area of Science it was found that students in the 5th grade taking the 2010-11 MEAP test were 40.9% proficient. In the gender subgroup it was found that 40% of males were proficient however, not enough females were tested to report the proficiency rate. In the Economically disadvantaged subgroup there were not enough identified economically disadvantaged students to report percent proficient. However, the students identified as not economically disadvantaged was 43.8%. The results from the 2011-2012 Science MEAP test indicated that 17% of students were proficient. There weren't enough females who took the test to produce percent proficient however, 24% of the males were proficient in science. Students identified as not

economically disadvantaged were 21% proficient. However, there were not enough economically disadvantaged students identified to report proficiency. In 2012-2013 the Science MEAP results indicated 15.4% of students were proficient. Of the females tested 18.2% were proficient and 13.3% of males were proficient. In the area of Economically disadvantaged 19% of identified economically disadvantaged students were proficient However there wasn't enough students not economically disadvantaged tested to obtain proficiency percentages.

In the subject area of Writing the 4th grade students were reported by the MEAP results as 44.4% proficient during the 2010-2011 testing cycle. The Males tested were 44.4% proficient. However, there were not enough females tested during this cycle to provide a percent proficient. It was recognized that there was a significant difference within the educationally disadvantaged subgroup. The students identified as educationally disadvantaged were 31.3% proficient. Those students not educationally disadvantaged were 63.6% proficient. In the 2011-12 testing cycle 27% of students tested were proficient in writing. As we analyzed the data further, we noticed a significant difference between Male and female writing scores. Females were 42% proficient and Males were 14% proficient. Not enough economically disadvantaged students were tested to report proficiency. The students identified as not economically disadvantaged were 28% proficient. In the 2012-13 testing year of the MEAP 15.8% of 4th grade students were proficient in writing. It was found that 23.1% of the males tested were proficient however, not enough females were tested to report results as a subgroup. The students identified as educationally disadvantaged were found to be 13.3% proficient. However, there weren't enough not educationally disadvantaged students tested to produce results for that subgroup.

In addition, teachers reviewed individual student test results from the Star Math and Star Reading program. This information in conjunction with the MEAP data analysis has driven the goals and objectives established.

Based upon the School Process Rubrics 40 results, it was notated that Ashley Elementary schools need to work on addressing Shared Leadership as outlined in B II.A.4. Another area Ashley Elementary schools is working to improve Parent/Family Involvement as outlined in IV.1.B.2. The third area we are working on improving is Information Management as outlined in V.2.B.I

The Parent-School Partnership Surveys completed although small did a fair job of representing our general demographics. We have parents with varying educational backgrounds and employment histories. The results determined that Ashley Elementary excels in communicating

with them They feel comfortable talking to all staff including administration. These parents attended both parent teacher conferences and indicated that they find the weekly newsletters informative and appreciate hearing from their teachers. Additionally, they enjoy volunteering if they are able to schedule the dates far enough in advance due to employment obligations. The parents indicated that they weren't aware of any workshops offered at the school. They question specifically asked if there were workshops pertaining to parenting. Although we host family nights, science fairs, etc. which are well attended.

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?

Ashley Elementary School has a small school population. While the needs of all students are addressed in the goals, deep analysis of student data demonstrates a need to individual education for students. Through professional learning included in the goals and additional support from staff members, the needs of disadvantaged youth are addressed.

Component 2: Schoolwide Reform Strategies

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

Ashley Elementary School schoolwide plan includes deep analysis of achievement data from various assessments used across the grades. In addition, each grade level receives professional development opportunities identified by the Comprehensive Needs Assessment results. Individual needs are met through service provided by additional staff members. Para professionals will be in the classroom working with students who need extra help. As teachers work on new skills with their students, the teacher monitors students to see how they are doing. If they are struggling, extra practice and receive help with a para professional.

We will be using a Multi Tiered System of Support Strategy. Elementary teachers will be trained in Close and Critical Reading and Writing: Daily 5/CAFE' The Daily Five establishes the core structural environment and the capacity for independence to meet the needs of our diverse learners. The Cafe' book provides the technical expertise necessary for individual students to receive exactly what they need to improve as readers, by using both strategies assessment and intervention. The teachers will receive some practical advice from the presenting consultant who has used these books to guide classroom instruction. Some of the assessments implemented will be Dibels and accelerated reader.

Also teachers will be developing a common mathematical foundation based on the principles and strategies of Singapore math. Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connections between the Singapore principles, instructional strategies and CCSS. Teachers will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information teachers will learn will help all students achieve success in mathematics, especially struggling students. Teachers will be using STAR math to assist in the progress of the students.

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).

Ashley Elementary School emphasizes a strong RTI/MTSS or Response to Intervention/Multi Tiered System of Support model. The belief in strong Tier I first instruction, leads staff to identify and adjust to individual student needs through the analysis of a number of data points. Supports for identified student needs are provided through Tier II and Tier III additional time and instruction.

Ashley Elementary School will continue supporting the RTI/MTSS model and focus on strengthening Tier I instruction while meeting individual student needs. Additionally, the teachers at Ashley Elementary will be implementing information from training received for Establishing High Expectations: Students of Poverty. Ruby Payne's Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities. The instructional staff will reflect and assist students who are economically disadvantaged. Teachers will continually monitor how economic class affects behavior/achievement, developing strong relationships with students to impact behavior and achievement, Instructional strategies that meet the needs of the under-resourced learner, the hidden rules of economic classes and how they apply to their classrooms, reducing their discipline referrals and closing achievement gaps using concrete strategies for students from poverty.

Tier I instruction includes the use of a reading program that meets individual student needs and accelerates those students identified as

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ready to move ahead in reading. In addition, an individual teacher implements a math program that allows students to accelerate in mathematics. Other programs implemented allow for individual students to accelerate their progress through the curriculum. The teachers will be trained in establishing relationships and motivating students. Teachers will learn tools and strategies to motivate students by integrating technology into instructions. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instructions.

Students are chose for services based on a compilation of assessment data. Students achieving less than 80% of their classroom objectives were considered for title help. We also considered at-risk students. Depending on their area of weaknesses para professionals will give them additional assistance. Para professionals are given guidance by the classroom teacher.

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

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Additionally, teachers will researching how culture impacts learning. We will be conducting a book study on Transforming School Culture, by Dr. Anthony Muhammad. It is with this information we hope to address the learning needs of all students.

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 RTI/MTSS system allows for additional supports through staff members dedicated to students identified for interventions. Another strategy we use is peer to peer writing. These groups focused on the Six Traits of Writing.

The teachers at Ashley Elementary will be implementing information from training received for Establishing High Expectations: Students of Poverty. Ruby Payne's Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities. The instructional staff will reflect and assist students who are economically disadvantaged. Teachers will continually monitor how economic class affects behavior/achievement, developing strong relationships with students to impact behavior and achievement, Instructional strategies that meet the needs of the under-resourced learner, the hidden rules of economic classes and how they apply to their classrooms, reducing their discipline referrals and closing achievement gaps using concrete strategies for students from poverty.

The teachers will be trained in establishing relationships and motivating students. The teachers will be working on transforming a school

culture as outlined by Dr. Antony Muhammad. Additionally, teachers will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instructions.

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

Ashley Elementary School schoolwide plan includes deep analysis of achievement data from various assessments used across the grades. In addition, each grade level receives professional development opportunities identified by the Comprehensive Needs Assessment results. Individual needs are met through service provided by additional staff members. Para professionals will be in the classroom working with students who need extra help. As teachers work on new skills with their students, the teacher monitors students to see how they are doing. If they are struggling, extra practice and receive help with a para professional.

We will be using a Multi Tiered System of Support Strategy. Elementary teachers will be trained in Close and Critical Reading and Writing: Daily 5/CAFE' The Daily Five establishes the core structural environment and the capacity for independence to meet the needs of our diverse learners. The Cafe' book provides the technical expertise necessary for individual students to receive exactly what they need to improve as readers, by using both strategies assessment and intervention. The teachers will receive some practical advice from the presenting consultant who has used these books to guide classroom instruction. Some of the assessments implemented will be Dibels and accelerated reader.

Also teachers will be developing a common mathematical foundation based on the principles and strategies of Singapore math. Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connections between the Singapore principles, instructional strategies and CCSS. Teachers will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information teachers will learn will help all students achieve success in mathematics, especially struggling students. Teachers will be using STAR math to assist in the progress of the students.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2013-2014 school year we didn't have any turnover. However, for the 2014-15 school year we hired a Kindergarten teacher.

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

Ashley Elementary has veteran teachers well over 28 years experience. This experience has been an invaluable to other members of the Elementary team.

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

Our school focuses on individualized attention and quality mentors to provide any assistance.

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

The district offers professional support to enhance the teachers educational knowledge base.

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

There isn't a high turnover rate at Ashley Elementary. The teaching staff embrace the warm family atmosphere and generally begin and end their career at Ashley.

Component 5: High Quality and Ongoing Professional Development

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

After conducting a comprehensive needs assessment it was determined Ashley Elementary Students have a general weakness in the area of Writing for all students. In addition, Math scores show a decreasing trend in achievement. At one time, Ashley Elementary exceeded state average in the area of Math, but recent results indicate an average lower than state average for both third and fourth mathematics grade achievement. Ashley Elementary students score slightly above state average in the area of Reading. Writing indicates a significant decline in writing scores across the past three years. Based up on this analysis the following goals, objectives, strategies and activities were designed to implement a program to improve students achievement.

The first goal established is all Ashley Elementary students will be career and college ready readers and writers. Our objective is to have 79% of All Students will demonstrate a proficiency on statewide assessments in Reading by 6/1/2016 as measured by the MEAP. As we attempt to attain this goal, we will be using a Multi Tiered System of Support Strategy. Elementary teachers will be trained in Close and Critical Reading and Writing: Daily 5/CAFE' The Daily Five establishes the core structural environment and the capacity for independence to meet the needs of our diverse learners. The Cafe' book provides the technical expertise necessary for individual students to receive exactly what they need to improve as readers. By using both strategies assessment and intervention. The teachers will receive some practical advice from the presenting consultant who has used these books to guide classroom instruction. Some of the assessments implemented will be Dibels and accelerated reader.

Additionally, the teachers at Ashley Elementary will be receiving training for Establishing High Expectations: Students of Poverty. Ruby Payne's Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities. The instructional staff will learn about Poverty, How economic class affects behavior/achievement, developing strong relationships with students to impact behavior and achievement, Instructional strategies that meet the needs of the under-resourced learner, the hidden rules of economic classes and how they apply to their classrooms, reducing their discipline referrals and closing achievement gaps using concrete strategies for students from poverty. Additionally, teachers will be learning about Transforming School Culture based on Dr. Anthony Muhammad's book. This will assist with a seamless transition into various grades. Additionally, this will cultivate a supportive learning environment for all students.

The final goal is for all students attending Ashley Elementary schools will become career and college ready in Social Studies. Our objective is for 80% of all students will demonstrate proficiency in Social Studies by 6/1/2016 as measured by MEAP. The strategy used to attain this goal is a Multi-Tiered System of Support. Teachers will be trained on Teachers will be trained in establishing relationships and high expectations with students of poverty. Ruby Payne's aha! Process, Inc. Strategies for Professionals and communities. Teachers will learn and review the Michigan Social Studies Framework and resources. Additionally, MC3 Social Studies Units. Teachers will develop an effective implementation plan for using the MC3 Social studies units to support struggling units.

Professional Development Events 2014-2015

Bloodborne Pathogens, FERPA, PLC's Aug 27

Curriculum and SIP Work Aug 28

Book Study: Transforming Culture: 9/2

Secondary Leadership Network: 9/22; 10/20;11/25;1/12; 2/09; 3/16; 5/18

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New Teacher/ Mentor Training: 9/22; 12/15; 2/16; 5/18
Transforming School Culture....Dr. Anthony Muhammad: 9/29
Epi-pen/Anaphylaxis and MERT Training: Oct 22
ELA/Math Best Practices Network K-1: 10/15;12/8;3/3
ELA/Math Best Practices Network 2-3: 10/17;12/9; 3/4
Science 6-8 Literacy Integration: 10/27; 12/11; 2/23
Text Sets for Teaching Thematic U.S. History: 10/28;12/16;2/25
Transforming Culture: Nov 19
Curriculum: Jan 21
Best Practices: Feb 11
21st Century Curriculum: March 25; Apr 15

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

ongoing

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were invited to participate in meetings as well as feedback surveys were administered

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

Parents are involved in meetings as well as contacting administrators with any suggestions.

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

Surveys were administered

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		Parent Involvement Policy

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

1118(e) 1: Ashley Elementary School parents have access to their student's academic progress. Progress reports are sent home for parent review half way through the quarter at which time report cards are sent. The parents of special education students receive a copy of the Individual Educational Plan (IEP). During Open house events parents are provided with general content expectation information. The administration is available to explain this information during conferences (which are held in November and April) and parents receive the Parent Report of the MEAP assessments and an explanation of the grade level performance of their child with learning activities that can be performed at home, as well as test taking strategies to promote student achievement. A Health/Science fair Day provides parents with readily available community resources to assist with student achievement and career planning. Through the efforts of the Ashley Elementary teachers and administration, parents are encouraged to volunteer in various school-wide activities throughout the year. The parent volunteers are placed in areas of expertise and desires for the purpose of parent commitment to the educational process and academic success.

1118(e)4:

The staff at Ashley Elementary School collaborates with programs like Gratiot Isabella RESD, Gratiot Human Services Agency, Gratiot Family Services, Ashley Lions Club, the Ashley Fire Department, Ashley Rescue Department and the Gratiot County Police Department to strengthen parent involvement. We also provide the services of a school counselor to address the concerns of parents and to provide parents with information for social services available in the community.

1118(e)5:

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All information provided to stakeholders will contain friendly terminology. Parents receive an explanation of parental rights and responsibilities at the annual Title I parent meeting. In addition, the Title I Schoolwide Plan is presented to parents with an opportunity to provide feedback. The Annual Education Combined Report is presented as well. Stakeholder questions are addressed at the annual meeting. An invitation is given to all stakeholders to continue providing feedback, which strengthens the Title I, programs and services.

1118(e)14:

Ashley Elementary parents are surveyed each spring to collect perception data. The results are reviewed by staff members through the school improvement process to determine strengths and needs. Conclusions reached lead staff members to planning appropriate parent educational opportunities. All parents are invited to participate in School Improvement Team sessions. At least one parent participated regularly. All parents are welcomed and encouraged to volunteer throughout the school whether directly or outside of the school setting. Our building has an open door policy for parents and other stakeholders to meet with the administrator. Ashley Elementary teachers invite parents to meet before and after school; and during the school day by appointment.

1118(f):

To maintain an effective home-school partnership and in compliance with Section 1118 of the No Child Left Behind Act of 2011, Ashley Elementary School commits to the following:

1. To provide parents/guardians with results of individual assessments including state assessment results during parent teacher conferences. Parents are encouraged to ask questions.
2. Scheduling an Annual Title I meeting to provide parents information regarding services provided.
3. Scheduling an Annual Education Report meeting to explain the achievement results in parent friendly language. The Combined AER report is also posted on the school website. Parent/Teacher Conferences are scheduled two times a year. Information is provided regarding student progress.
4. A web page, email, school newsletter, and other forms of communication to inform and invite parents/guardians to school events.
5. Parent perception surveys and evaluations forms are distributed to determine the success of the various events, programs including the Schoolwide Title I program, and the overall school environment.
6. Provided the necessary support needed for students and parents with limited English Proficiency. Providing meetings to explain the information in parent friendly language.
7. The school will provided a supportive learning environment and coordinate the necessary English Language Learners services needed for a student to learn.
8. To provide students with disabilities the services needed to ensure success in the educational arena.

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

Ashley Elementary teachers will analyze the communication input and output to and from parents. Additionally, teachers will monitor the parent participation at parent teacher conferences, rate and numbers of volunteers and participation and attendance at after school events.

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

Teachers will analyze the parent involvement results to create an inviting learning environment. Throughout this process teachers will need to determine the ratio of parents participating, attending and communicating on an individual student basis. Result findings will cause teachers to initiate and foster contact with identified stakeholders. Teachers will provide communication logs to the administrator

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

The school-parent compact was developed a number of years ago. It is presented, discussed and amended as needed at the Annual Title I parent meeting. This compact is provided to each teacher and disseminated to all parents and students.

Each student is expected to return a copy of the compact with parent signatures. In addition, the parent compact is discussed at the fall parent teacher conference meeting. The school will ensure 100% compliance with this. The principal is responsible for oversight of this process.

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

Ashley Elementary School teachers review the parent compact during the parent teacher conferences, explaining the importance of the commitment all provide in the students learning process.

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

The parent compact is shared at all levels to explain the importance of commitment to the student's achievement and learning process.

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

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

Parents/guardians are provided with results of individual assessments including state assessment results during parent teacher conferences.

Parents are given a summary of the results of their students assessment data. Additionally, parents are encouraged to ask questions at which time teachers and administrators can review the information with the parent.

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?

The Ashley Elementary School houses the preschool program at Ashley. Therefore, the students have a familiar environment as they enter into Kindergarten. Additionally, starting in January, the Pre-K students will visit the Kindergarten room once a month. This is to meet the teacher, adjust to the room and ease anxieties. To begin the adjustment process, the Pre-K teacher will be interacting and playing with the children to ensure their comfort in the Kindergarten classroom. After a few visits, the teacher will allow the Pre-K students to interact more the Kindergarten teacher and students. The Pre-K teacher is always be physically present and observant.

At the end of April the Pre-K students will have a Kindergarten orientation.

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

The Preschool teacher meets with families individually to discuss the achievements of each child. Additionally, the teacher explains the expected achievements before the student enters 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?

Teachers are encouraged to review the assessment data to determine if the assessment will target the overall goal.

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

Teachers review and analyze student achievement data to determine if there are any trends. This analysis provides important curricular feedback.

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.

Teachers and the administration review the test results to determine which students are experiencing difficulty mastering the assessment standards. This allows teachers to provide more individual support through RTI, tutoring and re-teaching to ensure the student retains the material. Students may obtain additional assistance through para professional assistance.

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?

Once students are identified having difficulty mastering the assessment standards, students are quickly given the support strategies needed individualized support.

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

Students are assessed both by formative and summative assessments, thus providing vital feedback to the teacher. This allows the teacher to determine what strategies could be implemented to differentiate instruction for the student.

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.

State and local programs and resources are coordinated through the central office with oversight by the Superintendent. Funds and resources are directed by the central office to the appropriate building levels and programs as directed by the school improvement plan. Accountability is maintained through the annual submission of the Title I plan and through the annual CPA audit.

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.

Schoolwide Component Funding Source Programs

Comprehensive Needs General Fund Assessment

Schoolwide Reform General Fund

Strategies Title I

Instruction by Highly General Fund

Qualified Professional Title II A

Staff REAP Grant

Strategies to Attract General Fund

High Quality Highly Parent Teacher Organization

Qualified Teacher to

High Needs Schools

High-Quality and General Fund

Ongoing Professional Title I

Development Title II A

Strategies to Increase General Fund

Parental Involvement Title I

Preschool Transition General Fund

Strategies GSRP

Teacher Participation in General Fund

Making Assessment

Timely and Additional General Fund

Assistance to Students Title I

Having Difficulty Mastering Title II A

the Standards Special Ed Funding

Safe & Drug Free

Coordination and General Fund

Integration of Federal, State,

Local Programs and Resources

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.

Ashley Elementary coordinates and integrates funds from Title I, Title II A, Title II D, Safe and Drug Free Schools, Section 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

Schoolwide Component Funding Source Programs

Comprehensive Needs General Fund

Assessment

Schoolwide Reform General Fund

Strategies Title I

Instruction by Highly General Fund

Qualified Professional Title II A

Staff REAP Grant

Strategies to Attract General Fund

High Quality Highly Parent Teacher Organization

Qualified Teacher to

High Needs Schools

High-Quality and General Fund

Ongoing Professional Title I

Development Title II A

Strategies to Increase General Fund

Parental Involvement Title I

Preschool Transition General Fund

Strategies GSRP

Teacher Participation in General Fund

Making Assessment

Timely and Additional General Fund

Assistance to Students Title I

Having Difficulty Mastering Title II A

the Standards Special Ed Funding

Safe & Drug Free

Coordination and General Fund

Integration of Federal, State,

Local Programs and

Ashley Elementary School

SIP

Evaluation:

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

Programs are evaluated by those responsible for their implementation. As such, parents and community members are surveyed (individual surveys vary depending on the program) to determine the effectiveness of the programs, and to get their "feel" as to how well they believe the programs are working. The PTO plays a large part in this process, being the only parent organization we have, as well as community members and businesses where support has been solicited.

In addition, Ashley Elementary School evaluates the implementation of the Schoolwide program by continually reviewing the Comprehensive Needs of our students and parents. The administration will review the Schoolwide program with staff to discuss and review the accomplishments and goals attained. Additionally, the stakeholders will be asked to complete a perception survey in the spring providing additional feedback.

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.

Ashley Elementary School teachers use the state annual MEAP assessment results to gage future goals and objectives for the Elementary students at Ashley. Additionally, formative and summative assessments are implemented to gage progress to the goals established. Students are identified as struggling with the State's academic achievement standards in three ways. The first being teacher observations both antidotal and through test, quizzes, daily assignments and overall classroom achievement as illustrated through quarterly report cards.

The second through quarterly assessments such as DIBELS, and Star Reader and Star Math. Finally, in annual assessments such as the MEAP test . After each of the above listed process have occurred, student data is analyzed and those identified as struggling students are schedule for intervention.

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.

Ashley Elementary School analyzes the top and bottom 30% to identify the students needing individualize instruction as provided by Title I. Adjustments are made to the program as needed.

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

The school team continues to monitor student achievement in relation to the schoolwide plan. This process will take place quarterly.

Ashley Elementary School Improvement Plan 2013-2015

Overview

Plan Name

Ashley Elementary School Improvement Plan 2013-2015

Plan Description

Plan for school Improvement

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 Ashley Elementary students will be career and college ready readers and writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1060
2	All students attending Ashley Elementary schools will become career and college ready in Mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$700
3	All students attending Ashley Elementary schools will become career and college ready in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$525
4	All students attending Ashley Elementary schools will become career and college ready in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$350

Goal 1: All Ashley Elementary students will be career and college ready readers and writers.

Measurable Objective 1:

79% of All Students will demonstrate a proficiency on statewide assessments in Reading by 06/01/2016 as measured by the MEAP.

Strategy 1:

Multi Tiered System of Support - Ashley Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Close and Critical Reading and Writing: Daily 5/CAFÉ	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ashley Elementary School

<p>The Daily Five establishes the core structural environment and the capacity for independence to meet the needs of our diverse learners. The Café Book provides the technical expertise necessary for individual students to receive exactly what they need to improve as readers. By using both books, teachers will be guided into a systematic approach to instructional strategies, assessment, and intervention. Participants will receive some practical advice from the presenting consultant who has used these books to guide classroom instruction.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$1000</p>	<p>Title I Part A</p>	<p>The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.</p>
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Activity - Establishing High Expectations: Students of Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>07/01/2016</p>	<p>\$60</p>	<p>Title II Part D</p>	<p>The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.</p>

Goal 2: All students attending Ashley Elementary schools will become career and college ready in Mathematics.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in concepts in Mathematics by 06/01/2016 as measured by the MEAP..

Strategy 1:

Multi Tiered System of Support - Ashley Elementary Schools will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ashley Elementary School

Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.	Professional Learning			09/30/2013	02/22/2016	\$200	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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Activity - Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in mathematics, especially struggling students. Teachers will receive toolkit resources to use in implementing the ideas from this training.	Professional Learning			09/19/2013	06/03/2016	\$300	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ashley Elementary School

Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.	Professional Learning			09/30/2013	06/01/2016	\$200	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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Goal 3: All students attending Ashley Elementary schools will become career and college ready in Science.

Measurable Objective 1:

79% of All Students will demonstrate a proficiency in concepts in Science by 06/01/2016 as measured by the MEAP..

Strategy 1:

Multi-Tiered System of Support - Ashley Elementary school will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.	Professional Learning			08/28/2013	06/01/2016	\$200	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Activity - Getting to Know the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan.</p> <p>The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	Professional Learning			01/14/2014	06/01/2016	\$125	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation

School Improvement Plan

Ashley Elementary School

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.	Professional Learning			09/30/2013	06/01/2016	\$200	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Goal 4: All students attending Ashley Elementary schools will become career and college ready in Social Studies.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on statewide social studies assessments in Social Studies by 06/01/2016 as measured by the MEAP..

Strategy 1:

Multi-Tiered System of Support - Ashley Elementary schools will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>

School Improvement Plan

Ashley Elementary School

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/28/2013	06/01/2016	\$200	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings

Activity - Overview of the C3 Social Studies Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn about the new Michigan Social Studies Framework and resources that are being developed to implement the new learning standards. Awareness sessions will be scheduled after school hours.</p>	Professional Learning			04/23/2013	06/01/2016	\$0	Title II Part A	Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams.

School Improvement Plan

Ashley Elementary School

Activity - MC3 Social Studies Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>MC3 Social Studies Units developed and shared by Oakland County Schools. Teachers will also develop an effective implementation plan for using the MC3 Social Studies units to support struggling units.</p> <p>Three after school sessions will include an overview of the units, an examination of the resources, and the development of an implementation plan. The final session will include a protocol for examining student work resulting from implementation.</p>	Professional Learning			12/04/2013	06/01/2016	\$150	Title II Part A	Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Establishing High Expectations: Students of Poverty	<p>Ruby Payne’s aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/01/2013	07/01/2016	\$60	The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.

Title II Part A

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

Ashley Elementary School

<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$200</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings</p>
<p>MC3 Social Studies Units</p>	<p>MC3 Social Studies Units developed and shared by Oakland County Schools. Teachers will also develop an effective implementation plan for using the MC3 Social Studies units to support struggling units.</p> <p>Three after school sessions will include an overview of the units, an examination of the resources, and the development of an implementation plan. The final session will include a protocol for examining student work resulting from implementation.</p>	<p>Professional Learning</p>			<p>12/04/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams.</p>
<p>Developing a Common Mathematical Foundation: Based on the Principles and Strategies of Singapore Math</p>	<p>Teachers will learn how Singapore math based principles and instructional strategies can be used to meet the increasing demands placed on students and teachers by the rigorous Common Core State Standards. Teachers will explore the strong connection between the Singapore principles, instructional strategies, and the CCSS. Teachers in all grades will develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in mathematics, especially struggling students. Teachers will receive toolkit resources to use in implementing the ideas from this training.</p>	<p>Professional Learning</p>			<p>09/19/2013</p>	<p>06/03/2016</p>	<p>\$300</p>	<p>Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.</p>

School Improvement Plan

Ashley Elementary School

<p>Overview of the C3 Social Studies Framework</p>	<p>Teachers will learn about the new Michigan Social Studies Framework and resources that are being developed to implement the new learning standards. Awareness sessions will be scheduled after school hours.</p>	<p>Professional Learning</p>			<p>04/23/2013</p>	<p>06/01/2016</p>	<p>\$0</p>	<p>Building principal identifies teachers to participate. Participating teachers will share information with their departments, grade levels, and/or building teams.</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$200</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>02/22/2016</p>	<p>\$200</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>

School Improvement Plan

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<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p>	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$200</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Getting to Know the Next Generation Science Standards</p>	<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	<p>Professional Learning</p>			<p>01/14/2014</p>	<p>06/01/2016</p>	<p>\$125</p>	<p>Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$200</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>

School Improvement Plan

Ashley Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading and Writing: Daily 5/CAFÉ	The Daily Five establishes the core structural environment and the capacity for independence to meet the needs of our diverse learners. The Café Book provides the technical expertise necessary for individual students to receive exactly what they need to improve as readers. By using both books, teachers will be guided into a systematic approach to instructional strategies, assessment, and intervention. Participants will receive some practical advice from the presenting consultant who has used these books to guide classroom instruction.	Professional Learning			08/01/2013	06/01/2016	\$1000	The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.