



School Improvement Plan

Kingston Elementary School

Kingston Community School District

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team, consisting of three classroom teachers, Title I director/teacher, a specials teacher, building principal and the building Liaison, meet monthly starting in September of each year. A few parents are also enlisted to provide feedback and ideas concerning the programs that we offer. The team works to assess our school according to the School Data Analysis. Data from students' assessments are collected and student and parent perception surveys are also studied. Our liaison provides behavior data through the use of SWIS reports.

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

The Village of Kingston is located in Tuscola County. The small but traditional community is located 40 miles east of Saginaw and 50 miles north of Flint. We have had a high superintendency turnover in the last decade. Our current superintendent is in his third year. The elementary building is a K - sixth grade building with around 300 students. Our School Improvement team analyzed data to identify strengths and weaknesses. We focused on perception data, student achievement and other indicators throughout the School Improvement Process. Our data consisted of M-STEP, NWEA, DIBELS Reading & Math, Star Reading, Grade Level assessments and SWIS data. We do not have a significant number of subgroups, but we recognized that Economically Disadvantaged was our highest priority. This group includes students eligible under McKenny Vento, Students with Disabilities and Title I targeted students.

Kingston Elementary Staff includes:

NEMCSA Head Start/ GRSP

2- Sections of classes K-6

Full-time special education teacher

Full- time school liaison

Physical Education Teacher

Technology Arts Teacher

9 - Paraprofessionals

2 Part-time secretary

Full- time Principal

The School Improvement Team completed our School Systems Review in February. This self-assessment tool helped Kingston Elementary develop a common understanding of the big picture needs at KES. We looked four strands: Teaching for Learning, Leadership for Learning, Professional Learning Culture and School, Family and Community Relations.

When looking at Teaching for Learning, we referred to the state adopted standards and our current enacted curriculum is aligned with the districts curriculum. Staff makes accommodations and modifications for students. Our staff has monthly meeting minutes from our staff meetings. Lesson plans are aligned and posted online weekly. Pacing guides are aligned with daily instruction based on the Common Core curriculum. Instructional staff engages in daily discussions about learning outcomes and interventions.

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Our instruction at KES is collaborative and aligned to the state's curriculum. Instruction is designed to use multiple resources, technology and interventions. Students have goals and work towards those educational goals. We use data collection to process and screen students to determine. We use universal screeners and are guided by our School Improvement Plan for instruction. We have a positive, kid first school culture.

Our assessment process is building wide and our staff works together on assessments. Universal screening data is shared and tracked through a data management system. Our staff knows how to interpret data and incorporate interventions based off the assessments. We have a parent-letter that goes home with each student explaining what the assessments are and how they are used. We have a shared understanding throughout the building including support staff that aid in progress monitoring students.

School leaders invest and believe that learning is shared and shapes the school vision. Leaders work with leadership teams to help implement and focus on improvements. The school has a clear and active school mission and vision. The entire staff, including support staff knows the school's vision because it is shared and posted throughout the school. We seek input from staff, students and parents through surveys seeking feedback. Our school improvement team meets seven times per year and shares minutes with the staff. School leaders are working on building relationships that model respect and a passion for our school. Kingston Elementary develops positive character in our students through various programs.

The professional learning culture is a collaborative and on-going. School data is analyzed in a timely matter allowing the data be used for student achievement. Each grade level teacher has common planning time to work on curriculum and instruction. New teachers have mentors that help them with any questions or concerns. Our SIP team completes the MDE Program Evaluation Tool to determine the effectiveness of our programs.

Communication and engagement are paramount at Kingston Elementary. We feel that to get the best results for kids, parents and staff need to work together. We try to communicate as much as possible. We use daily planners, notes homes, email/phone calls and a texting service to communicate. We also host a variety of parent nights and other events to welcome parents into our building. All of our teachers update their websites weekly with their lesson plans and classroom happenings. We use the data of the surveys to guide improvements and open communication in the school. We have SAT meetings when problems arise so we can work together. We offer a wide variety of clubs and organizations for families.

We have 4 core content area goals in our school improvement plan: reading, writing, science, social studies, and math.

Michigan Department of Education School Information

Top to Bottom Ranking

Kingston Elementary was ranked in the 40% in 2015-2016. This percent decreased from 61% in 2013-2014.

We continue to make AYP every year.

Student Achievement Data

We use a number of research based interventions and collections to record data for our students. We use the Northwest Evaluation Association of Academic Progress (NWEA) and MAP testing. We administer a benchmark test two times per year that gives us a RIT score. We also use DIBELS Reading. All of our behavior collection is done through our SWIS program.

Reading Achievement Data

The Reading NWEA Map test was administered in the past few years. We have analyzed our growth and compared spring of 2015/2016 to

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spring of 2016/2017.

Kindergarten - 65% (2015/2016) compared to 64% (2016/2017) at or above mean - decrease of 1%

First - 65% compared to 47% at or above mean - decrease of 18%

Second - 55% compared to 56% at or above mean - increase of 1%

Third - 38% compared to 52% at or above mean - increase of 14%

Fourth - 38% compared to 54% at or above mean - increase of 16%

Fifth - 37% compared to 58% at or above mean - increase of 21%

Sixth - 52% compared to 48% at or above mean - decrease of 4%

Kingston Elementary used DIBELS to benchmark test students during the 2016-2017 school year. Here is a comparison of the spring scores for reading 2015/2016 to 2016-2017.

Kindergarten - 87% (2015/2016) compared to 80% (2016/2017) - decrease of 7%

First - 79% compared to 75% - decrease of 4%

Second - 74% compared to 74% - no difference

Third - 73% compared to 70% - decrease of 3%

Fourth - 63% compared to 57% - decrease of 6%

Fifth - 67% compared to 56% - decrease of 11%

Sixth - 85% compared to 81% - decrease of 4%

Conclusion: End of the year results have shown some growth throughout the school year, but it is still not at our target goal. Implementation of reading interventions, utilizing classroom teachers and support staff will help build our reading program, which was newly implemented in 2016/2017. Research based intervention programs, such as Road to the Code, Phonics for Reading, Read Naturally, REWARDS and a variety of PALS programs will be used to help raise our tier 2 and 3 students to achieve benchmark scores. We don't feel our DIBELS scores have much validity this year, as we changed our testing approach. In the past, teachers were allowed to test and that meant over 14 teachers were testing. Results from teachers and year to year varied greatly. We implemented a DIBELS testing team of 4 staff members during the winter benchmark winter. We expect to see consistency now with the results by lessening the amount of testers.

Math Achievement Data

The Math NWEA Map test was administered in the past few years. We have analyzed our growth and compared spring of 2015/2016 to the spring of 2016/2017.

Kindergarten - 62% (2015/2016) compared to 69% (2016/2017) at or above mean - increase of 7%

First - 79% compared to 57% at or above mean - decrease of 22%

Second - 46% compared to 60% at or above mean - increase of 14%

Third - 46% compared to 59% at or above mean - increase of 13%

Fourth - 58% compared to 39% at or above mean - decrease of 19%

Fifth - 46% compared to 50% at or above mean - increase of 4%

Sixth - 42% compared to 43% at or above mean - increase of 1%

Conclusion: Our math program is making notable, yet not consistent across grade level gains based on NWEA growth during the school year. However, it was evident that our math program needed the added support of research based interventions. Teachers will be using NWEA and FIM data to conduct one on one and small group interventions for our tier 2 and 3 students within the classroom. Compass learning and additional Go Math online activities will be utilized for all students.

Writing Achievement Data

SY 2017-2018

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Kingston Elementary uses a variety of writing assessments and curriculum. During the 2015/2016 WriteSteps was purchased and many teachers still utilize the resources. A new reading curriculum that includes a writing portion was purchased & implemented this year - 2016/2017.

Science Achievement Data

M-STEP 2015 compared to 2016 data

Fourth - 0% compared to 6% at or above mean - increase of 6%

Although we acknowledge the huge concern over 6% of our students being proficient, we are encouraged with 30% being partially proficient. We feel by identifying some areas of concern and increasing the time spent teaching science, we could greatly increase of percent proficient by next year. It was discussed in our SIP meetings and also as a whole group at a staff meeting. The number one concern was old, out of date curriculum. For a short term fix, we purchased Science Weekly. These Weeklies are CC aligned and offer an online component as well. We are still looking at a variety of science improvements and this year hosted a K-12 science meeting to get all of our teachers talking about standards.

Social Studies Achievement

M-STEP 2015 compared to 2016 data

Fifth - 10.9% compared to 6.12% at or above mean - decrease of 6%

We identified some areas of concern and increased the time spent teaching social studies. It was discussed in our SIP meetings and also as a whole group at a staff meeting. The number one concern was old, out of date curriculum. Our teachers continue to supplement the lack of curriculum with Social Studies Weekly, a common core aligned supplement.

School Programs/Process Data

Some areas saw a positive trend and those include:

Our 4th and 6th grade M-Step math scores were above the state average.

Our 4th grade M-Step reading and math scores were increase by 7% and 6% respectively.

Our 2nd-5th grade NWEA reading scores increased on average by 13%.

Our 6th grade DIBELS reading remains above 80%.

Our K, 2-3 & 5-6 grades increased their NWEA math scores on average of 9%

Our Top to bottom score in 2013-2014 was in the 40th percentile. We saw a decrease in this over the last year.

Our school had clear goals in Math, Reading, Science, and Social Studies. The goal called for 80% proficiency in those areas. While we didn't meet the goal, we moved a lot closer to it. We are continuing to look at best practices to work towards our goal.

Perception Data - Students

Our students felt we have a safe, caring school. The surveys revealed that the students felt the staff was positive and helpful. The trend is shifting towards better relationships between students and staff.

One area of concern was among their peer groups. Student's identified that kids can be in cliques and not includes others. The survey was administered to third through sixth graders. Peer relationships were the biggest area of concern among the students.

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The SIP team looked at ways to improve this area. We will be implementing Michigan Model in all grades next year.

Perception Data - Parents

Parent's highest level of satisfaction was overall staff attitude and moral. We used the MDE Perception Data and parents commented on the positive atmosphere at K.E.S. They indicated that the school has a good relationship with the community.

Another area parents were happy with was the increase of opportunities and educational enrichments.

Our SIP Team is working on ways to get more surveys and interaction with parents.

Perception Data - Parents and Staff

The staff commented on the overall positive atmosphere in the building.

They also were happy with the increase of technology we added over the summer and the steps we have taken to increase student achievement.

Some are of concerns included: professional development, goal sharing throughout the district. Staff also expressed an increase in district wide whole-staff meetings.

Demographic Data

301 Students

69% of our students are eligible for free or reduced lunch

After reviewing subgroups for each content area, we noted that Kingston Elementary does not have a large enough number of students in any group, other than Economically Disadvantaged, to note a trend. We will continue to focus on our tier 2 and tier 3 students and address the trend that shows our Economically Disadvantaged students scoring lower than their non-economically disadvantaged counterparts. We believe the cause of this trend that the lack of background knowledge (whether in reading or math).

Subgroup Data

There are approximately 301 students enrolled with over 69% qualifying for free or reduced lunch. Our Special Education population averages around 28 students each year. We currently have no ELL, migrant or immigrant students enrolled at Kingston Elementary. The economically disadvantaged social group and gender are currently our only groups large enough to report on. Subgroups are not reported for categories less than 10 students.

NWEA does not report economically disadvantaged social groups, only gender.

The gender break down is as follows for math for the 2016/2017 school year.

Kindergarten - girls 68% at or above, boys 71% at or above

First - girls 56% at or above, boys 58% at or above

Second - girls 80% at or above, boys 52% at or above

Third - girls 63% at or above, boys 57% at or above

Fourth - girls 38% at or above, boys 41% at or above

Fifth - girls 68% at or above, boys 50% at or above

Sixth - girls 36% at or above, boys 50% at or above

The gender break down is as follows for reading for the 2016/2017 school year.

Kindergarten - girls 64% at or above, boys 65% at or above

First - girls 50% at or above, boys 44% at or above

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Second - girls 67% at or above, boys 52% at or above

Third - girls 53% at or above, boys 52% at or above

Fourth - girls 45% at or above, boys 71% at or above

Fifth - girls 65% at or above, boys 38% at or above

Sixth - girls 48% at or above, boys 50% at or above

A larger than normal discrepancy is noted between girls and boys in the second, fourth, fifth and sixth grades. These groups will be followed and additional time will be spent on studying the reasons and developing a plan to intervene with the lower gender groups during the 2017/2018 school year.

We feel that we are provided with adequate data to conduct a solid review at the end of each school year. The struggle lays with our M-Step scores not being officially released until after the school year.. Our School Improvement team plans to continue meeting monthly during the 2017/2018 school year. This will give us substantial time to compare 2016/2017 data to 2017/2018 once released.

We are confident that our students are growing due to the formative, summative and state assessments that have been administered.

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

Kingston Elementary's school improvement goals are directly related to our priority needs and needs assessment. Perception data from parents/students/teachers, NWEA, DIBELS reading, SWIS data and school program/process data found in the School Data Analysis are components of our needs assessment. We are in the first year of a new reading program that incorporates all of the language arts. We have also taken steps to strength our science and social studies scores by using Mystery Science, Science and Social Studies Weekly.

Through our Comprehensive needs assessment, we realized that math remains a weak core area. We are participating in Excellence in Education and coaching. Our PD goals are aligned to this need. Our staff participated in professional development before school at the local ISD that was provided by Excellence in Education. Our coach has provided her agenda that was covered monthly. We also discussed, analyzed and adjusted our goals through our school improvement meetings and staff meetings.

Data is analyzed monthly during our school improvement meetings

Our goals for the 2017-2018 school year are:

All students will become proficient in reading.

All students will become proficient in math.

All students will become proficient in social studies

All students will become proficient in science.

To help our students learn, grow and thrive by meeting the social/emotional, physical/health, nutritional, and academic needs of each child.

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?

Our highest subgroup in our school building is Economically Disadvantaged students, with over 69% of the population. The focus is on

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creating goals, objectives and strategies that that will benefit all students with an emphasis on ED students. We are using research-based instructional strategies specifically in reading and math. Teachers will be playing an active part in intervening with tier 2 and tier 3 students during 30-40 minutes of additional reading and math intervention daily. Students missing classroom instructional time will be identified and plans will be made to reduce that amount of time. Our School Improvement goals aim to close the gap for all students using the MTSS model. We will also be focusing largely on attendance and have developed an attendance incentive plan to utilize starting the 2017/2018 school year.

Component 2: Schoolwide Reform Strategies

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

Kingston Elementary's School Improvement team worked to develop strategies and activities for our schoolwide plan that focus on helping all students reach state standards.

In Reading:

All kindergarten through sixth grade teachers will provide a 90 minute reading/writing block using a research based Common Core program, Wonders by McGraw Hil. Our kindergarten through second grade classrooms use Daily 5 also. Whole group and small group instruction will happen for all students.

All students will be part of a 30-40 minute reading intervention/enrichment time Monday through Thursday based on their needs/benchmark assessment data. The intervention/enrichment will be provided by classroom teachers, Title I teacher and 7 paraprofessionals. Research based intervention programs, such as Mystery Reading, Phonics for Reading, PALS, REWARDS and Read Naturally will be used.

A summer program has been implemented that invites all tier 2 and 3 students to a Back to School Boot Camp. Highly qualified teachers will be providing reteaching and reinforcement on critical reading and math skills necessary for our students to be successful in the upcoming year.

In Math:

All kindergarten through sixth grade teachers will provide their students with a 60 minute math block using our research based, Common Core aligned textbook series, Go Math. Whole group and small group learning will happen at this time.

Teachers will deliver the Excellence in Education - Focused Instructional Model to all students 4 days a week with bi-weekly assessments, through Power Standard warm-ups aligned to the common core state standards. Teachers will meet with the Excellence in Education coach to analyze data from the Power Standard warm-ups to adjust delivery of instruction to all students.

In Science, Social Studies and Writing

All kindergarten through sixth grade teachers will embed science, social studies and writing lessons throughout their core reading program. Science and Social Studies weekly will also be used as a supplemental resource that extends classroom learning. There are many online aspects of that program.

Teachers will deliver writing lessons to whole group, small group and individual students. Our reading curriculum helps guide the skills necessary for teaching.

Teachers will create small focus groups within their classroom as they see the need.

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).

Our goal is to use research-based methods and strategies in our schoolwide plan to increase the quality of instruction for all grade levels. By using MiBlisi strategies and PBS, we have seen a decrease in behavior reports and an increase in student achievement. Our Positive Behavior Systems have been an important part and define our school climate.

Increase in Quality

Our entire school uses research-based reading and math strategies to drive their instruction. NWEA and DIBELS provide teachers with information that drives MTSS for each individual student. Teachers monitor oral reading, high frequency words, phonemic awareness, decoding/phonics and comprehension. Grade level teachers share a common planning time and have data review meetings with Title I director. Students that aren't at grade level benchmark are progress-monitored twice a month. Kingston Elementary uses the universal screening 2-3 times per year. Students also use computer based programs to increase reading skills. In addition, teachers are using daily math interventions and Excellence in Education Power Standards. These 10-minute Power Standards will ensure that students are actively working towards mastery of grade level math skills.

Students have the opportunity to continue to improve their math/reading skills while working through computer based learning during their technology arts specials class. This class gives homeroom teachers more time to work on core subjects, instead of trying to work computer time into their daily schedule.

All K-6th grade classes are continually provided with weekly consumables for Science and Social Studies. These weeklies are based on Common Core reading and language standards and are based on each state's standards. We are hoping this will help bridge the gap and provide a more uniform curriculum for science and social studies.

Increase in Quantity

All grade level teachers spend at least 90 minutes on literacy using our Houghton Mifflin series. Included in the series is both whole-group and small group instruction. Each classroom has a 30-minute intervention based on data.

Teachers are also using Excellence in Education to focus on 8-10 math power standards per each grade level. These standards are a warm-up activity aligned with Common Core State Standards. Teachers are also using math intervention time to use as teaching time for those struggling with certain power standards. This assessment is done bi-weekly with real time data for each teacher.

All students are using the computer lab, with most being on a computer daily.

All grade level teachers provide 45-60 minutes of a math block. During that time teachers use a research-based, Common Core aligned text book called GoMath. This is a K-5th grade curriculum that includes whole-class and small group instruction.

We also have a mobile iPad cart and laptop cart that helps teachers utilize math interventions. Our Compass Learning Backpacks are built of the benchmark testing done three times per year from NWEA testing.

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

Behind safety, our number goal at Kingston is student achievement. We define/examine strategies through our comprehensive needs

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assessment. Our goal is for every student to be at grade-level and closing the achievement gap among our students. Our school wide goal is 80% proficiency in all content areas. Based off the schoolwide data, we need to continue to strengthen our core, teaching strategies and interventions.

We are also focusing our efforts to raise our tier 2 & 3 students' achievement. We are hoping the addition of new intervention strategies, Reading Boot Camp, Math Interventions and Excellence in Education will help close this gap. Our efforts on the M-Step test are improving. Going into the third year of this test and after the completion of our first year with our new reading series, we are excited to see our scores.

Here are some steps we have taken to align our reform strategies for Reading:

- All teachers, K-6th grade, have a 90-minute reading block that includes our core Houghton Mifflin reading curriculum. We are also using small groups and Tiered Interventions through a Base Camp Reading Program.
- Each classroom has a 30-minute intervention for students based on data. The Title I teacher, paraprofessionals and classroom teachers work together with Tier 1/Tier 2 & Tier 3 students using research-based interventions.
- Our School Improvement Team is looking at incorporating Best-Practice PD into our calendar year.
- All students will use the computer lab during Technology Arts and Compass Learning. These skills will not only strengthen their core, but it will also prepare them for the M-STEP test.
- All students will use NWEA Benchmark RIT scores two times per year. In addition, students not at benchmark will be progress-monitored every two weeks.

Here are some steps we have taken to align our reform strategies for Math:

- All grade-level teachers will provide a 45-60 minute block for Math using our GoMath Common Core Math Series. This series is used K-5th grade to ensure accountability and consistency.
- In addition, classrooms have a 30-minute intervention for all Tiered students. The Title I teacher, paraprofessionals and classroom teachers provide small group, research based interventions in the classroom and computer lab.
- Classroom teachers will continue to use the iPad and Laptop cart to improve daily math skills.
- Education in Excellence Power Standards are incorporated in a 10-minute warm-up daily with teachers tracking each student and their progress.
- All students will use NWEA Benchmark RIT scores two times per year.
- Teachers will meet, organize and plan with our Excellence in Education coach to analyze current data to adjust instruction.

Here are some steps we have taken to align our reform strategies for Writing:

- Continue to use and incorporate Step up to Writing strategies during their Core Curriculum.
- Teachers will incorporate writing strategies and grammar through the Houghton Mifflin reading series during the 90-minute reading block. Teachers will continue to work on early motor skills in the lower elementary using Handwriting without Tears.

Here are some steps we have taken to align our reform strategies for Science:

- All teachers will incorporate Science instruction through their reading time.
- Students will receive a supplemental Science Weekly that works on grade-level specific science strategies and enrichment.
- Assessments will be provided through the online version and paper version of Science Weekly.

Here are some steps we have taken to align our reform strategies for Social Studies:

- All teachers will incorporate Social Studies instruction through their reading time.
- Students will receive a supplemental Science Weekly that works on grade-level specific Social Studies strategies and enrichment.
- Assessments will be provided through the online version and paper version of Social Studies Weekly.

Here are some steps we have taken to align our reform strategies for behavior:

- SWIS data identifies Tier 2 and Tier 3 students based on behavior incident reports. The School Improvement Team looks at this data monthly to look for trends or individual problems. Students, who are struggling, are put on a Check-In/ Check -Out behavior monitoring system.
- When individual problems arise, the staff schedules a SAT meeting with parents to try to identify and correct the behavior problem.
- KES staff will be trained on the Michigan Model curriculum that work with empathy and other behavior issues to help prevent behavior problems.
- In an effort to promote positive behavior, we have a monthly/quarterly CARDS program that reward positive behavior.

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.

Kingston Elementary strives daily to provide timely and effective assistance to students who are not able to achieve proficiency at grade level. Additional assistance is provided to students who have been selected to receive Title I instructional support. Title I students receive 30-40 minutes of research based reading/math intervention Monday through Thursday. This instruction is provided by classroom teachers, Title I teacher and instructional paraprofessionals.

Kindergarten and first grade classrooms receive one hour of additional support from a paraprofessional. During that hour, the paraprofessional will work one-on-one or with small groups of tier 2 & 3 students in the area of reading and math.

Writing, Science and Social Studies: Our classroom teachers work with their students to provide timely assistance based on in-class assignments, unit tests and marking period grades. This intervention/re-teaching time happens in a one-on-one or small group setting. Teachers would meet 1-3 times per week with these students. Non-fiction science and social studies texts are key aspects of the Read Naturally reading intervention. Students can also be referred to after school tutoring.

Interventions used at Kingston Elementary include:

Road to the Code - A Phonological Awareness Program for Young Children: The emphasis of this program is on developing phonological awareness in students early on. We use this program with our kindergarten students.

K -PALS and 1st Grade PALS - These supplemental research based reading programs provide students opportunities to practice the skills most critical for becoming competent readers through tutoring routines that are carefully taught.

Phonics for Reading Levels 1-3 - This program provides direct instruction in phonics. It focuses on word recognition, story reading, spelling and independent activities. We use this program with our first & second grade students

Read Naturally - This fluency program is designed to develop the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. We use this program with our first through sixth grade students who needed additional fluency instruction and practice.

PALS Reading - a structured, peer-mediated reading activity appropriate for students in second through sixth grade. All students are divided

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into pairs. Each member of the pair takes turns being coach and reader and are awarded points for good reading and coaching. As the reader reads aloud, the coach listens and provides corrective feedback.

PALS Math - two basic coaching procedures: coaching and practice. During coaching, students work on a sheet of problems in the skill area (e.g., adding, subtracting with regrouping, number concepts, charts, and graphs) to which they have been assigned. The coach uses a sheet that contains a series of questions, differing by problem type, designed to guide the player. Coaches also use a correction procedure.

REWARDS - students' fluency, vocabulary knowledge and comprehension skills will be focused on during each lesson. Students' success in each core subject area will increase as they practice questions similar to standardized tests.

Guided Reading

Repeated reading of independent level books

Practice sight words and phrases

Supplemental math materials from GO Math

Compass Learning Reading and Math

Variety of research-based iPad apps

We progress monitor all tier 2 and three students bi-monthly. We discontinue services when students have met the benchmark goal 3 times in a row on their progress monitoring graph. We evaluate the assigned intervention program if students are not making adequate gains. Our intervention groups that are established after the September benchmark assessment change after the January benchmark assessment. In January, we interpret all of the data and determine if we need to make any changes in the students we are servicing or in the makeup of the groups.

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

Our Title I intervention specialist communicates with staff and we also have a math instructional coach that meets weekly with staff to monitor and show progression. Teachers have common planning time that allows them to see best practices and progress monitor their students. This year we have incorporated daily math interventions and a cross-grade focus reading intervention program.

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	The paraprofessional staff at Kingston Elementary are all highly qualified per NCLB.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our staff turnover rate is around 5% per year. We have a low turnover rate. This has helped contribute to our academic growth over the past three years.

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

Our school has a good mixture of experiences and younger teachers. The experienced teachers mentor the younger ones, yet younger teachers have shown leadership skills by providing new in-class teaching strategies to help all staff.

Our staff experience levels are below:

0-4 years: 4

5-10 year: 5

11-15 years: 6

21-25 years: 1

26-30 years: 3

30+ years: 1

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

Kingston Elementary School plays an active role in our small community. Teachers' dedication and strong commitment from our community has helped retain high quality teachers. Teachers, parents and students develop a relationship that often carries far beyond the current school year.

The staff at Kingston Elementary school cares for one another. As we journey through life, many ups and downs are shared together. The respect and kindness towards each other spills into life outside of school where true friendships have blossomed.

Teachers have an opportunity to be part of many different leadership teams. The School Improvement, grade level and curriculum teams and other subcommittees provide a chance for all to share their ideas, opinions and suggestions.

The administration at Kingston Community Schools is very welcoming. Whether you speak with the superintendent or our principal, teachers feel valued, listened to and respected.

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

Kingston Community Schools offer our teachers wages competitive to the surrounding districts.

Teachers receive steps in pay with the achievement of credits/degrees and years of service. There is also merit pay for teachers that are evaluated as "effective" and "highly effective."

Our superintendent completed his 3rd of this role. He has brought some new ideas, clubs and high school classes to our district.

New teachers (0-3 years) participate in a new mentor program. They are also assigned a mentor within the school.

Many different professional development opportunities are provided in-district during professional development days. Teachers are able to attend out of district professional development based on a rotating schedule.

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

This hasn't been an issue in the past. If a high turnover rate would occur, our leadership team and School Improvement Teams would meet to develop a plan.

Component 5: High Quality and Ongoing Professional Development

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

The staff at Kingston Elementary will receive professional development and coaching through Excellence in Education. Support staff and kindergarten teachers will receive professional development on Read Naturally, Road to the Code and Phonics for Reading.

Professional Development Days District-Wide

August 30 - Professional Development Full Day - School Improvement Planning

August 31 - Professional Development Full Day - School Improvement Planning

September 1 - Professional Development Full Day - Content Specific to Grade Level

October 28 - Professional Development - Content Specific to Grade Level

January - Professional Development - Using Data to Adjust Instruction

March 16 - Professional Development - Curriculum Revision and Alignment Across Grades

Kingston Elementary Staff Meetings 3:10-4:10

The 2nd Wednesday of every month.

Standing Agenda:

Reading Base Camps - Title I updates

School Improvement Team notes

Excellence in Education

Upcoming Assessments

Data

Additional topics

PD share-outs

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

Kingston Community Schools have four full days and two half days of professional development scheduled throughout the year for the entire staff.

The Elementary Staff meets monthly with a standing agenda, plus any additional topics that need to be discussed. The standing agenda is:

Title I

Reading Base Camps

Excellence in Education

School Improvement Team Notes

Upcoming Assessments

Data Review (when needed)

School Improvement Plan

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Excellence in Education coaching happens two to four times monthly with Deb, our IEE Coach. She meets with each teacher during their prep to discuss FIM results, teaching strategies and to graph results.

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

Component 6: Strategies to Increase Parental Involvement

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

Kingston Elementary plans to involve parents in the design of our schoolwide plan by hosting after school round table discussions. Parents learn of these meetings through Kingston Community School's Facebook page and notes sent home. Minutes from the meeting will be reviewed and discussed. Parents will have the opportunity to provide feedback and ask questions.

Parents are also given the opportunity to learn about how schoolwide plan during the Title I Parent Meeting that happens in October.

Surveys are sent home and provided at events, such as our Christmas program, carnival and open houses. Parents are able to share their perception of KES.

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

Parents are asked to read and sign a Parent/Student/Teacher Compact at the beginning of the year. The compact discusses the role of all involved. These compacts are reviewed with parents at our annual parent/teacher conferences in Oct.

Parents are invited to attend out Parent's Night hosted by Title I. This compact is discussed, along with math and reading services provided by Title I.

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

Parent, student and staff perception surveys are taken yearly to gather input from all three sources regarding the schoolwide plan.

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		KES parent involvement plan

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

Kingston Elementary School shall:

(1118 (e) (1) Assist parents in understanding the state's academic content standards, assessments and how to monitor their child' progress by:

School Improvement Plan

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Hosting an open house during which classroom teachers communicate their grade level curriculum standards, tools for success and ways in which parents can work alongside the school to support their child.

Inviting parents to formal parent/teacher conferences. Conferences will be held in the fall. Student's academic progress will be shared with parents.

Communicating daily with parents regarding homework through the use of planners, email, and individual teacher websites.

Providing online access, step-by-step directions and support to parents regarding the use of Parent Connect, the parent web-view of student's assignments and grades.

Holding an annual parent meeting in which information regarding state and local assessments is presented. Title I eligibility will also be discussed. Parents will be informed of the many services available to them through Title I and 31A.

(1118) (e) (2) Provide materials and training to help parents to work with their children by:

Hosting a parent involvement night. Parents will be given strategies and activities to use at home that promote mathematics and reading achievement.

Sending Home and School Connection newsletters home monthly with students. Information and tips regarding reading, math, adequate sleep, technology, etc are provided to parents.

Sharing and training parents how to access the online learning materials available through Kingston Elementary's website and our curriculum series.

(1118) (e) (3) Train staff to value and build positive parent involvement by:

Training staff on to create and maintain a website and online gradebook (Parent Connect).

Providing staff with tips regarding what needs to be discussed during open house and parent/teacher conferences.

(1118) (e) (4) Coordinate and integrate parental involvement programs and activities by:

Partnering with our PTO to spread awareness and increase knowledge parents have of our school's resources and programs available to families.

(1118) (e) (5) Provide information in a format and language that parents can understand by:

Providing school communication through notes sent by teachers, planners, website, Facebook and text messages.

Supplying explanation to educational acronyms and important documents sent home in weekly communication folders.

Inviting all parents to attend Parent-Teacher conferences in November. Parents are welcome to request a conference with their child's teacher any time during the year if needed.

Offering interpreters to parents during meeting or conferences if necessary.

(1118) (e) (14) Provide other reasonable support for parental involvement as requested by parents by:

Discussing the parent/student/teacher compact at the Open House in August. This will be reviewed during parent/teacher conferences in November.

Providing opportunities and options or parents to volunteer throughout the year.

Including parents on the School Improvement Team and meeting with them throughout the year.

Conducting an annual parent perception survey to gain insight on parents' feelings on programs, the school environment, and staff relations.

(1118) (f) Provide full opportunities for participation of parents with limited English proficiency, parents with disabilities and parents of migratory children by:

Working with our local ISD and be sure those parents are provided the necessary services if they desire to participate in their child's education.

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Kingston Elementary School

Maintaining handicapped accessible buildings

Offering access to and coordination of transportation and other support services, with our LEA's homeless liaison, providing opportunities for all parents to participate in school activities.

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

Kingston Elementary's School Improvement team will monitor the attendance of parents at different events throughout the year. Surveys taken during those events, as well as the parent perception survey will show evidence of increased parental involvement and also provide feedback for our schoolwide plan.

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

Kingston Elementary's School Improvement team monthly monitors the progress made towards our schoolwide goals. Parents will have the opportunity to provide feedback during round table discussions that will happen monthly.

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

Kingston Elementary's School Improvement Team developed and adopted the parent/student/teacher compact two years ago. It has been modified yearly as input is received from staff and parents. Parents will review this document two times yearly - at the beginning of the year (open house or sent home in folders) and during parent/teacher conferences.

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

The parent/student/teacher compacts is given to parents during the open house prior to school or sent home in folders during the first week of school. Teachers spent time explaining the importance of this document to students and parents during the open house/the first week of school. During parent/teacher conferences in October, this is revised with parents. The importance of the commitment from all three parties is stressed.

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

N/A

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

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

All KES staff will work to communicate with parents in a friendly, jargon-free manner. Staff will avoid the use of acronyms when communicating with parents. Parents will also receive a handout explaining and defining educational acronyms.

Kingston Elementary informs parents of their child(ren)'s assessment results three times a year after each benchmark assessment. In the fall, these results are shared and explained to parents at parent teacher conferences. Parents also have the opportunity to attend the Parent's Night hosted by Title I to learn more about their child(ren)'s placement in interventions/enrichment and different ideas to use at home to strengthen those weak skills.

If parents are not able to attend conferences and following the winter and spring assessment period, DIBELS and NWEA results are sent home with students. Letters explaining how to read results are included with both assessment types. Parents are welcomed to call teachers, principal or the Title I director at anytime with questions.

Parents of 3rd-6th grade students are also given a login to Parent Connect, in which they can check their child(ren)'s grades at anytime from home.

If ELL families attend Kingston, the ISD will help by providing a translator to aid in the discussion of academic assessments.

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?

At Kingston Elementary School we offer a Headstart and GSRP program that allows us direct contact with staff and students. The students involved in this program are able to tour our library, playground and cafeteria. Towards the end of the year, they are able to take part in those aspects of our elementary school. The preschool age children also meet with the kindergarten classes for special activities.

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

We offer Kindergarten Round-Up and pre-testing before entering Kindergarten. Parents also receive a folder with material regarding readiness and essential skills to work on over the summer.

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 have the opportunity to give input and provide feedback through our school improvement process, department meetings, grade level meetings and staff meetings. Decisions regarding academic assessments are made during those meetings.

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

Teachers, administration and our intervention specialist meet throughout the year to analysis the data collected. Two - Three times a year benchmark meetings are held to analysis how our students tested on the NWEA Map test and DIBELS Reading. Intervention groups are then created or recreated based on those scores.

Teachers have grade level meetings during their common planning time to discuss results of progress monitoring and adjust intervention placement.

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.

English Language Arts/Reading

Grade Span: Kindergarten - 6th grade

Identification/Criteria for Selection: All students complete benchmark testing using DIBELS Reading and NWEA Map Reading and Language Usage testing during the fall, winter and spring. Students that are not proficient according to DIBELS and NWEA criteria in the fall or winter testing are placed in intervention groups based on their needs. Students are progress monitored bi-monthly using DIBELS and may exit the intervention program after a month of scoring proficient. Intervention Programs used: Kindergarten: Road to the Code, K-Pals

1st Grade: First Grade PALS, Phonics for Reading 1

2nd Grade: First Grade PALS, Phonics for Reading 1 & 2, Read Naturally

3rd Grade: Phonics for Reading 1, 2 & 3, PALS Reading, Read Naturally

4th Grade: Phonics for Reading 1, 2, & 3, PALS Reading, Read Naturally

5th Grade: Phonics for Reading 2 & 3, PALS Reading, Read Naturally, Comprehension Plus B, C & D

6th Grade: Phonics for Reading 2 & 3, PALS Reading, Read Naturally, Comprehension Plus B, C & D

Math

Grade Span: Kindergarten - 6th grade

Identification/Criteria for Selection: All student complete benchmark testing using NWEA Map Math testing during the fall, winter and spring. Students that do not score proficient according to NWEA criteria are placed in an intervention group that receives intervention instruction from their classroom teacher and Compass Learning. Intervention Programs used:

Kindergarten through sixth grade: PALS Math, Compass Learning math, Go Math intervention materials (math series) teacher led groups based on FIM concepts

Writing

Grade Span: Kindergarten - 6th grade

Identification/Criteria for Selection: Through the use of in-class writing prompts and monthly monitoring, teachers are able to form flexible focus/intervention groups and re-teach to provide intervention to those students needing extra assistance.

Science

Grade Span: Kindergarten - 6th Grade

Identification/Criteria for Selection: Through the use of formative and summative assessments, teachers are able to monitor their students' learning on grade level curriculum. If students are not working or understanding grade level content, teachers will form flexible focus groups and work with students to provide the necessary re-teaching information.

Social Studies

Grade Span: Kindergarten - 6th Grade

Identification/Criteria for Selection: Through the use of formative and summative assessments, teachers are able to monitor their students

learning on grade level curriculum. If students are not working or understanding grade level content, teachers will form flexible focus groups and work with students to provide necessary re-teaching information.

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?

Kingston Elementary strives daily to provide timely and effective assistance to students who are not able to achieve proficiency at grade level. Additional assistance is provided to students who have been selected to receive Title I instructional support. Title I students receive 27 minutes of research based reading intervention Monday through Thursday. This instruction is provided by classroom teachers, Title I teacher and instructional paraprofessionals.

Reading and Math: Classroom teachers, our intervention specialist and five paraprofessionals work to provide reading and math interventions to our tier 2 & 3 students. Reading interventions are provided Monday through Thursday for 30-40 minutes. We use several different research, evidence-based intervention programs. They are listed per grade level in question one. Math interventions happen Monday through Friday, also for twenty-seven minutes. Our math programs are also listed in question one.

Kindergarten and first grade classrooms receive one hour of additional support from a paraprofessional. During that hour, the paraprofessional will work one-on-one or with small groups of tier 2 & 3 students in the area of reading and math.

Writing, Science and Social Studies: Our classroom teachers work with their students to provide timely assistance based on in-class assignments, unit tests and marking period grades. This intervention/re-teaching time happens in a one-on-one or small group setting. Teachers would meet 1-3 times per week with these students. Non-fiction science and social studies texts are key aspects of the Read Naturally reading intervention. Students can also be referred to after school tutoring.

Interventions used at Kingston Elementary include:

Road to the Code - A Phonological Awareness Program for Young Children: The emphasis of this program is on developing phonological awareness in students early on. We use this program with our kindergarten students.

K -PALS and 1st Grade PALS - These supplemental research based reading programs provide students opportunities to practice the skills most critical for becoming competent readers through tutoring routines that are carefully taught.

Phonics for Reading Levels 1-3 - This program provides direct instruction in phonics. It focuses on word recognition, story reading, spelling and independent activities. We use this program with our first & second grade students

Read Naturally - This fluency program is designed to develop the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. We use this program with our first through sixth grade students who needed additional fluency instruction and practice.

PALS Reading - a structured, peer-mediated reading activity appropriate for students in second through sixth grade. All students are divided into pairs. Each member of the pair takes turns being coach and reader and are awarded points for good reading and coaching. As the reader reads aloud, the coach listens and provides corrective feedback.

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PALS Math - two basic coaching procedures: coaching and practice. During coaching, students work on a sheet of problems in the skill area (e.g., adding, subtracting with regrouping, number concepts, charts, and graphs) to which they have been assigned. The coach uses a sheet that contains a series of questions, differing by problem type, designed to guide the player. Coaches also use a correction procedure.

REWARDS - students' work daily on fluency, vocabulary building and comprehension. Core subject areas are improved as students work through questions similar to the standardized tests they will be taking.

Guided Reading

Repeated reading of independent level books

Practice sight words and phrases

Supplemental math materials from GO Math

Compass Learning Reading and Math

Variety of research-based iPad apps

We progress monitor all tier 2 and three students bi-monthly. We discontinue services when students have met the benchmark goal 3 times in a row on their progress monitoring graph. We evaluate the assigned intervention program if students are not making adequate gains. Our intervention groups that are established after the September benchmark assessment change after the January benchmark assessment. In January, we interpret all of the data and determine if we need to make any changes in the students we are servicing or in the makeup of the groups.

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

Teachers are trained and use research and evidence-based instructional strategies in their classroom. We also incorporate our intervention specialist and support staff to help provide differentiated instruction.

In reading, classrooms utilized leveled readers provided by our textbook series. They are divided into "below level", "on level" and "above level." Students work on specific skills using these texts.

Guided math groups are also used to target specific skills that students are lacking. These groups are flexible and change as students' skills progress.

Writing, science and social studies learning opportunities come in a variety of ways. Students have many options to show their ability and skill level. Teachers are able to provide additional support to students that aren't understanding a concept through re-teaching.

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.

All our Federal, State and local programs and resources are coordinated to support Kingston's School wide programs and school improvement goals.

Federal Resources, Programs and Grants:

Title IA, Title IIA, REAP, IDEA, Free and Reduced Lunch, Universal Breakfast, Backpack Program

State Resources, Programs and Grants:

Per pupil state aide, 31A, TRIG (Technology Readiness Initiative Grant)

Local Resources, Programs and Grants:

Tuscola County Community Foundations, Gleaners, Kent Kramer Memorial Fund, Kingston Elementary PTO, Tuscola County Intermediate School District

Our Title I program provides staffing and resources that focus on the needs of our tier 2 & 3 students. Supplemental materials are purchased to support students' reading, math and writing goals. During the 2014-2015 school year, summer school will be offered to these students.

Title IIA funds are used to provide professional learning for the staff at Kingston Elementary.

REAP money is currently used to fund a percentage of staff.

IDEA funds support our special education programming and service our special education students.

Per Pupil State Aide pays for staff, supplies, transportation, and the general operations that happen at Kingston Community Schools.

31A funds are used to provide a liaison, paraprofessional and supplemental behavior intervention programs for those needing those services.

Tuscola County Community Foundation/Gleaners/Kent Kramer Memorial Foundation provides grants for special projects for teachers that apply for grant funds.

Kingston PTO funds provide our students will necessary school supplies each September.

The Tuscola County Intermediate School district provides professional development on core area content, school improvement team guidance and data review days.

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.

1. Comprehensive Needs Assessment: Title II provides professional development for staff to perform the assessments, General Fund is used to purchase testing materials, technology, pay for staff to assess students. The TISD holds data days that provide assistance and guidance for our staff as we analyze test results and implement needed interventions.
2. School-wide Reform Strategies: Title IA, General Funds, 31A, Tuscola Intermediate School District: Title I, Title II, REAP and General Funds are used to provide staffing, professional development instructional materials and district operating expenses
3. Highly Qualified Staff: Title IA - salaries & benefits, Title IIA - professional development, General Fund - district operating expenses.
4. Attract and Retain Highly Qualified Staff: Title IA - salaries, benefits, Title IIA - professional development, General Fund - supplies
5. Professional Development: Title IIA, General Fund, Tuscola County ISD - stipends, professional development training, coaching and review days
6. Parental Involvement: Title I and General Fund - parent involvement staffing and supplies, General Funds - district operating expenses, PTO - donuts with Dad, Muffins with Mom
7. Preschool Transition - General Fund - parent education
8. Assessment Decisions: Title I, Title II, General Fund - professional development, staffing when performing assessments, technology
9. Timely & Additional Assistance: Title I, General Fund, 31A - staffing and benefits, technology and assistance needed for our At-Risk students.
10. Coordination & Integration of Federal, State & Local Resources: Title I, Title II, REAP, IDEA, General Fund, 31A, local grants and funding sources support our Schoolwide program and initiatives in the following ways:
 - highly qualified staff
 - MTSS
 - a variety of assessment and supplemental intervention programs

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.

Kingston Elementary uses a Positive Behavior Initiative System (PBIS)

We provide free breakfast for all, free or reduced lunch to all who qualify under federal guidelines.

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We provide homeless services to those who qualify for assistance.

Qualifying students receive a backpack of food for the weekend.

Some classrooms participate in the PE-Nut grant through the Tuscola ISD.

The Tuscola ISD provides professional development throughout the school year.

The combination of a variety of resources give our students the needed resources to achieve success.

Evaluation:

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

Kingston Elementary's School Improvement Team (principal, liaison, Title I director, 2 classroom teachers, 2 specials teachers, social worker, psychologist) meet monthly and continually review the implementation of our schoolwide program. Student data and outcomes are also studied using a variety of sources. NWEA results, DIBELS, in-class assessments and state assessments help guide our evaluation. The School Process Rubric also helps lead this evaluation.

We will be using the MDE Program Evaluation Tool a few programs are evaluated yearly for their effectiveness.

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.

Achievement data is analyzed at each grade level and school wide. NWEA, DIBELS, M-Step and SWIS data is used to see what areas need improvement. Goals and strategies are then created based these areas of need. Benchmark testing occurs in the Fall, Winter and Spring of each year. Comprehensive data reviews happen at those times. Students that are below grade level are progress monitored monthly by their classroom teachers and support staff.

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.

After the Fall, Winter and Spring benchmark testing, student achievement is evaluated at each grade level. It therefore reflects if our schoolwide programs are making an impact at which levels. Progress monitoring is used and help us determine if tier 2 and 3 students are moving towards their benchmark goals. Our intervention programs are reviewed and adjustments made based on whether student growth is happening. Programs are measured by the amount of students moving out of interventions based on reaching benchmark goals at each grade level.

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 progress made in relation to our schoolwide program is evaluated once benchmark testing has happened (fall, winter, spring). Monthly meetings are used to monitor the strategies and activities used in our program. This evaluation takes place in our School Improvement Team meetings. This team consists of the principal, liaison, Title I director, 2 classroom teachers, 2 specials teachers, school social worker and psychologist. This team understands that the schoolwide program is made to be altered and revised throughout the year. Change and redirection is key to improvement. Student achievement guides the revisions.

Kingston Elementary 6-19-17

Overview

Plan Name

Kingston Elementary 6-19-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Kingston Elementary will be proficient in math. 2017-2018	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$146997
2	All students at Kingston Elementary will be proficient in ELA. 2017-2018	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$101000
3	All students at Kingston Elementary will be proficient in Social Studies. 2017-2018	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$8750
4	All students at Kingston Elementary will become proficient in Science. 2017-2018	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$9250
5	Kingston Elementary School will prepare, train, and recruit high quality teachers and school leaders. 2017-2018	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$9508
6	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
7	To help our students learn, grow, and thrive by meeting the social/emotional, physical/health, nutritional, and academic needs of each child in 2017-18.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$1000

Goal 1: All students at Kingston Elementary will be proficient in math. 2017-2018

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on local and state assessments in Mathematics by 06/30/2018 as measured by benchmark testing three times per year on local assessments.

Strategy 1:

MTSS - Kingston Elementary will develop a strong MTSS to include: Tier I instruction with 80% 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.

Category: Mathematics

Research Cited: MTSS: Kansas State Department of Education. (2013). Kansas Multi- Tier System of Supports: Building Leadership Team Implementation Guide Mathematic. Topeka, KS: Kansas MTSS Project Technical Assistance System.

Math Pals: Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B., Karns, K., & Dutka, S. (1997). Enhancing students' helping behavior during peer-mediated instruction with conceptual mathematical explanations. Elementary School Journal, 97, 223-249.

"Go Math." . Houghton Mifflin Harcourt Publishing Company, n.d. Web. 21 May 2014. <<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>>.

Tier: Tier 1

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will help scaffold students' learning to meet local assessment goals.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$20000	Other	Principal, Teachers & Support Staff

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kingston Elementary School

NWEA will be given to all students to see if they've achieved the local assessment goals. NWEA will also be used to help identify the Tier 2 & 3 students.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$2500	General Fund	Principal, Teachers, Support Staff, Intervention Teacher(s)
Activity - In-class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use different interventions within their classroom to help bring students out of Tier 2 & 3 groups and help enrich Tier 1 students. The different interventions teachers will use are; Math PALS, textbook supplementary instruction, and integrated technology (iPads).	Direct Instruction, Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$3000	General Fund	Principal, Teachers, Intervention Teacher(s), Support Staff
Activity - Pull-out Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention teacher will create daily activities to be used by the paraprofessionals as they pull-out students that are tier 2 & 3 based on state and local assessments.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$107997	Title I Part A	Principal, classroom teacher, intervention teacher(s), support staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 & 3 have the opportunity to attend after school tutoring twice a week. A highly certified teacher will be providing this service.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$2500	Title I Part A	Principal, Teacher, Support Staff
Activity - Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$2000	Title I Part A	Principal, Teachers, Intervention Teacher(s), Support Staff

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Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	Title I Part A	Principal, Intervention Teacher(s), Teachers, Support Staff

Strategy 2:

Professional Learning to Address Achievement Gaps/Challenges - Teachers and staff will continue learning new strategies to assist and enhance students in meeting their achievement goals. When professional learning opportunities present themselves, we will provide the time and resources for teachers to attend.

Category: Mathematics

Research Cited: Will be included in back-to-school professional development.

Tier: Tier 1

Activity - Education Excellence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Education Excellence will provide a curriculum coach that will provide a number of professional learning strategies to enhance classroom learning. Some of those professional learning strategies are: -Curriculum alignment -CCSS Math Practices -Differentiated Instruction -Progress Monitoring -Online math resources	Professional Learning, Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$5000	Other	Principal, Teachers, Intervention Teacher(s)

Goal 2: All students at Kingston Elementary will be proficient in ELA. 2017-2018

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on local and state assessments in English Language Arts by 06/30/2018 as measured by benchmark testing three times per year for local testing and yearly for state testing.

Strategy 1:

MTSS - Kingston Elementary will develop a strong MTSS to include: Tier I instruction with 80% 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.

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Category: English/Language Arts

Research Cited: MTSS Reading: Kansas State Department of Education. (2012) Kansas Multi-Tier System of Supports; Structural Guide to Reading Module T 2 Reading. Topeka, KS: Kansas MTSS Project, Kansas Technical Assistance System Network.

REWARDS : Archer, A. L., Gleason, M. M., Vachon, V. L., & Hollenbeck, K. (2001). Instructional strategies for teaching struggling fourth and fifth grade students to read long words. Manuscript in preparation.

Read Naturally: Hancock, C.M. (2002) Accelerating reading trajectories: the effects of dynamic research-based instruction. Dissertation Abstracts International, 63(06), 2139A.

PALS Reading 2-6: Fuchs, D., Fuchs, L.S., & Burish, P. (2000). Peer-Assisted Learning Strategies: An evidence-based practice to promote reading achievement. Learning Disabilities Research and Practice, 15, 85-91.

Tier: Tier 1

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will help scaffold students' learning to meet local assessment goals.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$20000	Title I Part A	Principal, Teachers, Intervention teacher, Support staff
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA will be given to all students to see if they've achieved the local assessment goal. NWEA will also be used to help identify the Tier 2 & 3 students.	Academic Support Program, Technology	Tier 1	Monitor	09/01/2017	06/30/2018	\$2500	General Fund	Principal, Teacher, Intervention Teacher(s), Support Staff
Activity - Pull-out Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The intervention teacher and paraprofessionals will be working with Tier 2 & 3 students on intervention programs such as Read Naturally, REWARDS Reading, REWARDS Writing, Phonics for Reading, Wonders Reading Program, 6 Minute Solutions, Road to the Code, and K-Pals.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$67000	Title I Part A	Principal, Intervention Teacher(s), Support Staff, Teachers
Activity - In-Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use different interventions within their classroom to help bring students out of Tier 2 & 3 groups and help enrich Tier 1 students. The different interventions the teachers will use are K-Pals, Reading PALS, Wonders Reading Program, 6 Minute Solutions, and Naturally, REWARDS Writing and Accelerated Reading.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$3000	General Fund	Principal, Teachers, Title I Director
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 & 3 students will have the opportunity to attend after school tutoring twice a week. Tutoring will be provided by a highly qualified teacher(s) and high school honor students.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$2500	Title I Part A	Principal, Teacher, Intervention Teacher(s)
Activity - Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2018	\$2000	Title I Part A	Principal, Teachers, Intervention Teacher(s), and Support Staff
Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	Title I Part A	Principal, Teacher, Intervention Teacher(s), Support staff

Goal 3: All students at Kingston Elementary will be proficient in Social Studies. 2017-2018

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on local and state assessments in Social Studies by 06/30/2018 as measured by proficient on local and state assessments.

Strategy 1:

Supplementary Social Studies Materials - All grades will use Social Studies Weekly in their classroom to enhance their curriculum. Our 5th and 6th grade teachers will continue to work with the junior high and high school teachers to improve social studies instruction.

Category: Social Studies

Research Cited: "Products & Prices." Teachers. American Legacy Publishing, Inc., 1 Jan. 2013. Web. 21 May 2014. <<http://www.studiesweekly.com>>.

Tier: Tier 1

Activity - Classroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Social Studies Weekly to enhance Common Core State Standards by having small group discussions and other activities in their classrooms.	Academic Support Program, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1750	General Fund	Principal, Teachers

Activity - Social Studies Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a professional learning opportunity becomes available for social studies teachers, they will have the opportunity to attend.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Title II Part A	Principal, Teachers

Activity - Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2000	Title I Part A	Principals, Teachers, Title I Director, Staff

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Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	General Fund	Principal, Title I Director, Teachers, Paraprofessionals

Goal 4: All students at Kingston Elementary will become proficient in Science. 2017-2018

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on benchmark testing three times per year for local testing and yearly for state testing on local and state assessments in Reading by 06/30/2018 as measured by on benchmark testing three times per year for local testing and yearly for state testing.

Strategy 1:

Supplementary Science Materials - All grades will use Science Weekly in their classroom to enhance their curriculum.

Category: Science

Research Cited: "Products & Prices." Teachers. American Legacy Publishing, Inc., 1 Jan. 2013. Web. 21 May 2014. <<http://www.studiesweekly.com>>.

Tier: Tier 1

Activity - Classroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Science Weekly to enhance Common Core State Standards by having small group discussions and other activities in their classrooms.	Academic Support Program, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1750	General Fund	Teacher, Principal, Support Staff

Activity - Family Engagement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2000	Title I Part A	Principal, Teachers, Title I Director, Staff

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Activity - Summer Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2018	\$4000	Title I Part A	Principal, Title I Director, Teachers, Paraprofessionals
Activity - Hands-On Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in hands-on learning activities aimed at developing the science and engineering skills/concepts outlined by state science standards.	Direct Instruction, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1500	Title I Part A	Teachers

Goal 5: Kingston Elementary School will prepare, train, and recruit high quality teachers and school leaders. 2017-2018

Measurable Objective 1:

demonstrate a behavior of using the educational strategies (as learned in the professional development sessions) in the classroom or in the school by 06/30/2018 as measured by occurrences of implemented strategies during walk-throughs, observations, or data reporting.

Strategy 1:

Preparing and training high quality teachers and school leaders - Provide on-going professional learning opportunities for teachers in all core content areas with specific emphasis on instructional practice including differentiated instruction; balanced assessment; multi-tiered systems of support; technology integration and collaborative leadership

Category: School Culture

Tier: Tier 1

Activity - MACUL: Michigan Association of Computer Users in Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend MACUL Conference to learn how to implement best practices using technology in the classroom. Cost of Reg. \$185, Cost of Sub (2 days X \$75)= \$150, 1 Room (2 nights X \$150)= \$300, Meals= \$40, Mileage= \$150	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$1650	Title II Part A	Principal, teacher
Activity - MRA: Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will attend Michigan Reading Association Conference to learn how to implement best practices using different Reading and English instructional strategies. Cost of Reg. 400 X 2 Teachers= \$800, cost of subs (2 Days X 2 Teachers X \$75)= \$300, 1 Room @150 X 3 = \$450, Meals= \$100 Mileage= \$155	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$1805	Title II Part A	Principal, teachers
Activity - MCEC: Michigan Council for Exceptional Children	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will attend the MCEC Conference to learn how to implement best practices and understanding the newest laws concerning special education.. Cost of Reg. \$290, cost of subs (2 Days X \$75)= \$150, 1 Rooms @150 X 2= \$300, Meals= \$33 Mileage= \$162	Professional Learning	Tier 3	Implement	07/01/2017	06/30/2018	\$935	Title II Part A	Principal, teacher
Activity - MASSW: Michigan Association of School Social Workers Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social worker will attend the Michigan Association of School Social Workers conference to learn how to implement best practices and the newest laws. Cost of Reg. \$290, 1 Rooms @150 X 2= \$300, Meals= \$33 Mileage= \$171	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$794	Title II Part A	Principal, social worker
Activity - SHAPE Society of Health and Physical Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will attend the SHAPE Conference to learn how to implement best practices using different instructional strategies in P.E. Cost of Reg. \$300, cost of subs (2 Days X \$75)= \$150, 1 Room @150 X 2= \$300, Meals= \$33, Mileage= \$171	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$954	Title II Part A	Principal, teacher
Activity - Boot Camps for State and Federal Program Directors, Coordinators, Facilitators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Director will attend two sessions of Boot Camp to better understand compliance and implementation regarding state and federal programs. Cost of Reg. \$449, cost of subs (2 Days X \$75)= \$150, Meals= \$33 Mileage= \$238	Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2018	\$870	Title II Part A	Principal, Title I Director
Activity - Science Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If within Michigan Science Educational Professional Learning Network, professional learning events become available, we will be sending staff to those events.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Title II Part A	Principal, teachers

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Activity - Administrator Organization Membership and Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will attend the annual conference and receive membership benefits to improve all areas of the school.	Curriculum Development, Behavioral Support Program, Policy and Process, Recruitment and Retention, Walkthrough, Community Engagement, Extra Curricular, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$1500	Title II Part A	Principal

Goal 6: All students will be proficient in writing.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency MEAP Writing assessment in Writing by 06/30/2017 as measured by percent proficient on state test.

Strategy 1:

WriteSteps - Teachers in K-5 will use WriteSteps curriculum and assessment to try to increase writing proficiency.

Category: English/Language Arts

Tier: Tier 1

Activity - WriteSteps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to use WriteSteps to improve student writing in all content areas.	Direct Instruction, Technology	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1000	General Fund	Grade-level teacher, Special Education Teachers, Intervention teacher(s), Support staff
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Goal 7: To help our students learn, grow, and thrive by meeting the social/emotional, physical/health, nutritional, and academic needs of each child in 2017-18.

Measurable Objective 1:

collaborate to identify and provide resources and assistance to all students. by 06/30/2018 as measured by attendance, SWIS, and achievement data..

Strategy 1:

Homeless - We will set aside funds in order to meet the needs of our McKinney-Vento students. These funds could be used, but are not limited to transportation, food, clothing, school supplies, etc.

Category: Learning Support Systems

Research Cited: McKinney-Vento Act

Tier: Tier 1

Activity - McKinney-Vento	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These funds will be used when we identify a student as homeless.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2018	\$500	Title I Part A	All staff

Measurable Objective 2:

collaborate to identify students who are often absent from school and help them improve their attendance through incentives and working with their families. by 06/30/2018 as measured by a decrease in the number of students who are absent 10 or more days during the 2017-18 school year..

Strategy 1:

School-wide incentives - Our data team will review monthly attendance data to identify students/families with 1.5 or fewer absences. We will implement an incentive program that includes a monthly school-wide winner, a monthly classroom winner, and an overall classroom attendance percentage winner. These winners will be publicized through social media and newsletters to show our focus on attendance.

Category: Learning Support Systems

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Research Cited: Good attendance improves student achievement.

Tier: Tier 1

Activity - School-wide incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each month, we will identify students with 1.5 or fewer absences to be entered into a drawing for a family fun night. There will be options for the family to choose what type of activity they would like to do (examples: movie tickets, Skyzone passes, water park passes). Once a winner is chosen, it will be publicized through social media and newsletters to show all of our families Kingston Elementary's focus on attendance.</p> <p>We will also choose a student from each classroom to be recognized for good attendance. Students will still qualify by having 1.5 or fewer absences and they will receive a small incentive such as an extra recess pass, ice cream coupon to a local business, or a homework pass.</p> <p>To incentivize attendance at the classroom level, we will be awarding one classroom with an outstanding attendance award each month. We are having a banner made and that banner will be placed outside the winning classroom. We hope this becomes a competition between classes to see who can have the highest percentage of students present each month.</p>	Materials, Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$500	Section 31a	Principal, teachers, Title I director, and counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Education Excellence	Education Excellence will provide a curriculum coach that will provide a number of professional learning strategies to enhance classroom learning. Some of those professional learning strategies are: -Curriculum alignment -CCSS Math Practices -Differentiated Instruction -Progress Monitoring -Online math resources	Professional Learning, Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$5000	Principal, Teachers, Intervention Teacher(s)
Compass Learning	Compass Learning will help scaffold students' learning to meet local assessment goals.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$20000	Principal, Teachers & Support Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
McKinney-Vento	These funds will be used when we identify a student as homeless.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2018	\$500	All staff
Family Engagement Activities	Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2000	Principal, Teachers, Title I Director, Staff

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Summer Learning	Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program, Technology	Tier 2	Implement	07/01/2017	06/30/2018	\$4000	Principal, Title I Director, Teachers, Paraprofessionals
Hands-On Learning	All students will participate in hands-on learning activities aimed at developing the science and engineering skills/concepts outlined by state science standards.	Direct Instruction, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1500	Teachers
Family Engagement Activities	Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$2000	Principal, Teachers, Intervention Teacher(s), Support Staff
Family Engagement Activities	Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2000	Principals, Teachers, Title I Director, Staff
Compass Learning	Compass Learning will help scaffold students' learning to meet local assessment goals.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$20000	Principal, Teachers, Intervention teacher, Support staff
Pull-out Intervention	The intervention teacher will create daily activities to be used by the paraprofessionals as they pull-out students that are tier 2 & 3 based on state and local assessments.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$107997	Principal, classroom teacher, intervention teacher(s), support staff

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Family Engagement Activities	Parents/Guardians will attend on-site sessions and be invited to view webinars that support them as partners in developing their child's academic skills in math, reading, and informational reading of science and social studies. Staff will be involved in developing materials that support this endeavor and will periodically evaluate the effectiveness of such programs with surveys and/or other data. Supplies will be provided for family event activities.	Parent Involvement	Tier 1	Implement	07/01/2017	06/30/2018	\$2000	Principal, Teachers, Intervention Teacher(s), and Support Staff
After School Tutoring	Tier 2 & 3 have the opportunity to attend after school tutoring twice a week. A highly certified teacher will be providing this service.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$2500	Principal, Teacher, Support Staff
Summer Learning	Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	Principal, Teacher, Intervention Teacher(s), Support staff
Pull-out Interventions	The intervention teacher and paraprofessionals will be working with Tier 2 & 3 students on intervention programs such as Read Naturally, REWARDS Reading, REWARDS Writing, Phonics for Reading, Wonders Reading Program, 6 Minute Solutions, Road to the Code, and K-Pals.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$67000	Principal, Intervention Teacher(s), Support Staff, Teachers
After School Tutoring	Tier 2 & 3 students will have the opportunity to attend after school tutoring twice a week. Tutoring will be provided by a highly qualified teacher(s) and high school honor students.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/30/2018	\$2500	Principal, Teacher, Intervention Teacher(s)
Summer Learning	Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	Principal, Intervention Teacher(s), Teachers, Support Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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WriteSteps	Teachers will continue to use WriteSteps to improve student writing in all content areas.	Direct Instruction, Technology	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$1000	Grade-level teacher, Special Education Teachers, Intervention teacher(s), Support staff
Summer Learning	Teachers and paraprofessionals will run a summer learning instructional program for students in Tier 2 & 3 to reduce summer time loss in math, reading, information science and social studies reading activities	Academic Support Program, Technology	Tier 2	Monitor	07/01/2017	06/30/2018	\$4000	Principal, Title I Director, Teachers, Paraprofessionals
In-Class	Teachers will use different interventions within their classroom to help bring students out of Tier 2 & 3 groups and help enrich Tier 1 students. The different interventions the teachers will use are K-Pals, Reading PALS, Wonders Reading Program, 6 Minute Solutions, and Naturally, REWARDS Writing and Accelerated Reading.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$3000	Principal, Teachers, Title I Director
NWEA	NWEA will be given to all students to see if they've achieved the local assessment goals. NWEA will also be used to help identify the Tier 2 & 3 students.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$2500	Principal, Teachers, Support Staff, Intervention Teacher(s)
In-class	Teachers will use different interventions within their classroom to help bring students out of Tier 2 & 3 groups and help enrich Tier 1 students. The different interventions teachers will use are; Math PALS, textbook supplementary instruction, and integrated technology (iPads).	Direct Instruction, Academic Support Program, Technology	Tier 1	Monitor	07/01/2017	06/30/2018	\$3000	Principal, Teachers, Intervention Teacher(s), Support Staff
Classroom Activities	Teachers will use Social Studies Weekly to enhance Common Core State Standards by having small group discussions and other activities in their classrooms.	Academic Support Program, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1750	Principal, Teachers
NWEA	NWEA will be given to all students to see if they've achieved the local assessment goal. NWEA will also be used to help identify the Tier 2 & 3 students.	Academic Support Program, Technology	Tier 1	Monitor	09/01/2017	06/30/2018	\$2500	Principal, Teacher, Intervention Teacher(s), Support Staff
Classroom Activities	Teachers will use Science Weekly to enhance Common Core State Standards by having small group discussions and other activities in their classrooms.	Academic Support Program, Technology	Tier 1	Implement	07/01/2017	06/30/2018	\$1750	Teacher, Principal, Support Staff

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide incentives	<p>Each month, we will identify students with 1.5 or fewer absences to be entered into a drawing for a family fun night. There will be options for the family to choose what type of activity they would like to do (examples: movie tickets, Skyzone passes, water park passes). Once a winner is chosen, it will be publicized through social media and newsletters to show all of our families Kingston Elementary's focus on attendance.</p> <p>We will also choose a student from each classroom to be recognized for good attendance. Students will still qualify by having 1.5 or fewer absences and they will receive a small incentive such as an extra recess pass, ice cream coupon to a local business, or a homework pass.</p> <p>To incentivize attendance at the classroom level, we will be awarding one classroom with an outstanding attendance award each month. We are having a banner made and that banner will be placed outside the winning classroom. We hope this becomes a competition between classes to see who can have the highest percentage of students present each month.</p>	Materials, Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$500	Principal, teachers, Title I director, and counselor

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MACUL: Michigan Association of Computer Users in Learning	Teacher will attend MACUL Conference to learn how to implement best practices using technology in the classroom. Cost of Reg. \$185, Cost of Sub (2 days X \$75)= \$150, 1 Room (2 nights X \$150)= \$300, Meals= \$40, Mileage= \$150	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$1650	Principal, teacher
MRA: Michigan Reading Association Conference	Teachers will attend Michigan Reading Association Conference to learn how to implement best practices using different Reading and English instructional strategies. Cost of Reg. 400 X 2 Teachers= \$800, cost of subs (2 Days X 2 Teachers X \$75)= \$300, 1 Room @150 X 3 = \$450, Meals= \$100 Mileage= \$155	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$1805	Principal, teachers

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MASSW: Michigan Association of School Social Workers Conference	A social worker will attend the Michigan Association of School Social Workers conference to learn how to implement best practices and the newest laws. Cost of Reg. \$290, 1 Rooms @150 X 2= \$300, Meals= \$33 Mileage= \$171	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$794	Principal, social worker
SHAPE Society of Health and Physical Educators	A teacher will attend the SHAPE Conference to learn how to implement best practices using different instructional strategies in P.E. Cost of Reg. \$300, cost of subs (2 Days X \$75)= \$150, 1 Room @150 X 2= \$300, Meals= \$33, Mileage= \$171	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2018	\$954	Principal, teacher
Science Professional Learning	If within Michigan Science Educational Professional Learning Network, professional learning events become available, we will be sending staff to those events.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Principal, teachers
Administrator Organization Membership and Conference	Building principal will attend the annual conference and receive membership benefits to improve all areas of the school.	Curriculum Development, Behavioral Support Program, Policy and Process, Recruitment and Retention, Walkthrough, Community Engagement, Extra Curricular, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2018	\$1500	Principal
Social Studies Professional Learning	If a professional learning opportunity becomes available for social studies teachers, they will have the opportunity to attend.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Principal, Teachers
Boot Camps for State and Federal Program Directors, Coordinators, Facilitators	Title I Director will attend two sessions of Boot Camp to better understand compliance and implementation regarding state and federal programs. Cost of Reg. \$449, cost of subs (2 Days X \$75)= \$150, Meals= \$33 Mileage= \$238	Professional Learning	Tier 2	Monitor	07/01/2017	06/30/2018	\$870	Principal, Title I Director

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MCEC: Michigan Council for Exceptional Children	A teacher will attend the MCEC Conference to learn how to implement best practices and understanding the newest laws concerning special education.. Cost of Reg. \$290, cost of subs (2 Days X \$75)= \$150, 1 Rooms @150 X 2= \$300, Meals= \$33 Mileage= \$162	Professional Learning	Tier 3	Implement	07/01/2017	06/30/2018	\$935	Principal, teacher
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