



School Improvement Plan

Kenbrook Elementary School

Farmington Public 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 2018-2019 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?

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?

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.

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?

Component 2: Schoolwide Reform Strategies

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

- 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).**

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

- 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.**

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

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.			

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.			

Component 4: Strategies to Attract Highly Qualified Teachers

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

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

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

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

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?

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.

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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?

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?

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?

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

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.

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?

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

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.

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.

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.

Evaluation:

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

- 2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

- 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.**

- 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?**

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted over a period of one year, led by our School Improvement Team. The team consisted of 2 classroom teachers, a resource room teacher, our building administrator and parent. Kenbrook met the requirements to be designated a Targeted Assistance Title School for the 2017 - 2018 school year. Having this designation has afforded our school community the flexibility to creatively utilize all of our resources to provide a variety of support services to meet our students' learning needs during the school year. Our team examined multiple sources of data: Student achievement, program/process, demographic and perception data. Throughout the process, our School Improvement Team provided continuous, on-going communication to Kenbrook staff members to keep them informed of our progress at staff meetings, professional development sessions, and professional learning team meetings, as well as through written communications. Parents were kept informed of the progress through written communications. Following a detailed analysis of all sources of data, the team reviewed the current goals in math, reading and writing. These goals were updated in each subject/content area. Objectives were based on our current academic standings on standardized assessments in an effort to close all achievements gaps currently evident and also support all students in making adequate yearly progress according to our Common Core State Standards. Strategies and activities were selected to align with the goals and objectives in our plan. Our staff researched best practices in order to select those that would best address the identified needs of our students.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The systematic process was used to identify children who are most at risk in the academic area of math and reading. Fall 2017 NWEA data was analyzed across grade levels, in grade level PLC's, to identify our bottom 30%. Identified groups met for approximately 8 weeks to close the achievement gap and progress monitoring occurred to identify when groups needed to be modified and/or changed.

After winter NWEA, the NWEA data was reanalyzed during grade level PLC's to progress monitor using data collected from the Winter 2017 NWEA data to re-identify our bottom 30%. Currently, these groups are still on-going.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Our grade level teams will continue to examine student achievement data to identify children at our school who are failing or most at risk of failing to meet CCSS. Teams will use NWEA data from Fall, 2018 and Winter, 2019, Fountas and Pinnell scores in addition to classroom data to help us determine individual weaknesses in content area standards. Once these weaknesses are identified, groups will be formed and math/reading interventionists will work to close this achievement gap for our most at risk students.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

The process to identifying our bottom 30% for lower elementary students is as follows:

Kindergarten: Our Kindergarten staff examine MLPP student achievement data to identify children in their classrooms most at risk or failing to meet CCSS. After analyzing this data, individuals will be identified, groups will be formed and math/reading interventionists will work with students to close this achievement gap.

First Grade and Second Grade: Our grade level teams will examine student achievement data to identify children at our school who are failing or most at risk of failing to meet CCSS. Teams will use NWEA data from Fall, 2018 and Winter, 2019 to help us determine individual weaknesses in content area standards. Once these weaknesses are identified, groups will be formed and math/reading interventionists will work to close this achievement gap for our most at risk students.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students will be provided with several types of services at Kenbrook. First, we will offer an after-school tutoring program in the area of math to support our struggling learners. Students will be identified by classroom teachers as needing math support and parents will give permission for students to participate. The Koality Club tutoring program will meet weekly and use existing classroom teachers to provide additional math instruction to identified students.

We also have two full-time math interventionists who push in and provide differentiated instruction in all classrooms on a rotating schedule. These highly qualified teachers will work with the classroom teachers to group students based on need and provide additional instruction as needed.

Based on student needs we will continue to have 2 reading interventionists. One will focus on K-1 literacy instruction using the Read-Well program. In addition, we will continue to use 1 literacy interventionist during our K-5 instructional support time.

Additionally, we will purchase supplemental literacy materials and resources to help our teachers better support our students at their current level and move them forward to greater growth.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

The Title One designation and the resulting work is being incorporated into the school improvement process and the goals being set for the coming year. Currently, Kenbrook has school improvement goals in the areas of math and reading. The eligible title students and our focus areas for title one support have been focused in both math and reading improvement. This is in alignment with our current and future school improvement goals.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Teachers examined student performance data in the area of math and reading at the beginning and mid-point of the year to determine our highest need students. These students are placed in a variety groups {based on need} and supported on a regular and rotating basis by our title math and literacy interventionists. These students are provided with direct instruction in small group settings to help them master new content. Moreover, students were also identified and grouped for direct instruction and provided with after school tutoring in the area of math. Due to needs surrounding phonics instruction a literacy interventionist will focus structured activities using the Read-Well resource to support those students in small group instruction.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Our school improvement plan contains 3 goals. They are as follows:

All students at Kenbrook Elementary will become proficient readers and writers.

All students at Kenbrook Elementary will gain proficiency in math skills.

PBIS/Equitable Learning Environment

In the case of the academic goals, the strategies include research-based methods such as the use of data notebooks, Marzano's quality instruction model, instructional support time (IST) focused on reading skills, differentiated instruction, and online software to supplement student learning. These research-based methods and strategies are designed to improve overall student achievement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Accelerated quality curriculum/instruction is provided in both reading and math instruction. Students are given supplemental instruction from our math interventionists on a rotating basis where instructional support pushes into the classroom. Additionally, students have also been identified as needing additional math support (NWEA data and classroom assessment data) and invited to participate with parent permission in an after-school tutoring program for math. These students' NWEA test scores are monitored to determine if growth is taking place as a result of these supports.

Reading support will be provided daily to those students who have been identified through data collected both from NWEA as well as Fountas and Pinnell running records. Small group instruction is provided through our Instructional Support Time to all students. At some grade levels our literacy interventionist works with those who need enrichment so that our grade level teachers are able to meet with smaller
SY 2018-2019

groups to accelerate the quality of curricular instruction to our struggling readers.

Some identified students, grades K-1, will work with a literacy interventionist with a focus on phonics/reading instruction using the Read-Well program.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

The interventions provided in the area of math take place when math instruction is happening in their classroom. The additional instruction is provided by interventionists in the classroom so they are not removed from the room. Additionally, our tutoring program is offered after school to avoid pulling students from regular instructional time.

Literacy support is provided during a designated time for each grade level. All students are working on literacy activities targeted to meet their specific needs {both those who need additional support as well as those who need enrichment} at the same time 3 days per week.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Ongoing coordination and integration will occur regularly between the general education teachers and supplemental Title 1 support on a daily basis. General education teachers and Title 1 interventionists are in daily communication with one another to coordinate instructional support with our bottom 30% to ensure that the Common Core State Standards are supported. Information will be shared through conversations and anecdotal notes between the Title 1 support and general education teachers. In some classrooms, Title 1 support will be present during the math mini-lesson and is able to provide support during independent work time/small group instruction. In other classrooms, Title 1 support is present during direct instruction and provides support to the targeted population as needed. Our bilingual teacher and bilingual support staff will also push into the general education classrooms as well as pull out a small group of children based on performance on state and local assessments. Again, coordination between the bilingual teacher and general education teachers will occur on a daily basis.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Kenbrook Elementary will hold a traditional Kindergarten Round-up, which is held in the spring. Kenbrook Elementary School provides a great deal of information and will implement many activities to incoming kindergarten students and their parents to support the transition process.

At Kindergarten Orientation, or prior to students starting kindergarten, parents will receive:

1. A welcome letter, summer homework packet, transportation information, before and after school care information, lunch account information, curriculum information, summer reading suggestions for parents, as well as extended learning program information.
2. Parents will be encouraged to join the Kenbrook PTA and they are invited to a Curriculum Night/Open House.
3. Students move through three rotations which will give the staff information on gross motor, fine motor, social and emotional skills. This information will then be used to create class lists for placement in the fall.
4. Students will ride the bus to help eliminate anxiety.
5. Each child will receive a bag that includes a book, magnetic letters, stickers and activity sheets.
6. As students attend in the fall, a soft start will be implemented {see below}.

Preschool teachers from the District and local preschools will communicate with kindergarten teachers in a variety of ways. They will provide demographic information about incoming kindergartners, provide MLPP data for incoming kindergartners and invite kindergarten teachers to attend transitional IEPs and classroom observations. In addition, they will also accompany transitioning preschoolers on Kindergarten Orientation Day. Preschool teachers will provide anecdotal notes on students attending Kindergarten Orientation to assist in placement needs.

In the fall, as they arrive, kindergartners will enjoy a staggered start. The goal of the staggered start will be to ease anxiety and make the transition into the classroom on a daily basis successful. It will also give the kindergarten staff the opportunity to meet the kids in a smaller setting, establish connections, and begin MLPP assessments. This information gleaned from the MLPP is then used to guide their instruction
SY 2018-2019

at the beginning of the academic year.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	We do not use paraprofessionals to provide additional instruction. We use highly qualified teachers in the area of math.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Our teachers are highly qualified and meet the NCLB requirements.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our professional development plan will be ongoing and sustained with district and building-level support. All staff will be expected to participate in PD sessions. These sessions have been organized to support staff in implementing strategies and activities in our School Improvement Plan. To provide "sustained and on-going" PD we will be scaffolding support to individual staff members, who will work to implement fully and with fidelity, our Common Core State Standards, utilize data to guide instruction and focus on pre-teaching strategies for students.

The focus for PD in the 2018-19 school year, will be on the adoption of the new, district math program, Everyday Math. Much of the building and district PD will be supporting teachers with the consistent implementation of the this new curriculum. Additionally, we will continue our work on balanced literacy professional development. This was the heavy focus of PD time in the 2017-18 and we will continue that work along with professional development with a focus on math instruction.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Kenbrook School has a Parent Resource Center available to provide parents with parenting/child-rearing information. This area contains resources for supporting students academic and social development. The materials were selected by the Parent Community Coordinator and are available to be accessed at any time by those in need.

Additionally, the new Everyday Math program has a unit by unit parent letter that helps parents understand the learning goals for the unit, the strategies being taught and gives them the answers/guidance on the homework/home links that will go with students for independent practice.

Parents also receive feedback on student test scores and our lowest reading performers get information on their students' focus area and how to support their needs at home. Additionally, Kenbrook is participating in the the district literacy event supporting students with IRIPs and their parents at the local libraries with supplies for at home use and practice.

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Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	<p>District-level PD is established for the 2017 - 2018 school year. The following days are in the district calendar:</p> <ul style="list-style-type: none">*August 28 (full day)*August 29 (full day)*September 22 (1/2 day)*November 17 (full day)*February 2 (1/2 day)*February 16 (1/2 day)*March 16 (1/2 day)*May 11 (1/2 day)*May 18 (1/2 day) <p>The over-arching themes for building and district wide PD will be balanced literacy instruction, the new, Everyday Math program instruction, and highly functioning PLC's. Determining PD is a dynamic and fluid process at the building level that is continually adjusted as needs arise.</p>	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are valued stakeholders at Kenbrook. We will engage our parents as classroom and program volunteers and as providers of input in our school's culture through the work of the PTA. Parents are continually informed of student supports and interventions and must sign a permission slip for students to participate in our after-school tutoring program.

In the K-2 classrooms, parents are pulled in as an extra reading support for our lowest children. This occurs twice weekly and the purpose of these is to fill in the reading gaps for these identified students that have an IRIP (Individualized Reading Intervention Plan). Our lower elementary classrooms also utilize fourth and fifth grade students in the building as an extra reading support for our lowest 30%. Upper elementary teachers are asked to identify capable students and these older students are assigned to a younger student for the purpose of reading support and intervention.

Moving forward, parents will be asked to be part of the design of the Target Assistance so that we can individualize and meet the needs of our school community.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are a part of the school improvement process and the annual evaluation process. Parent input and feedback will also be sought through surveys which will assist in the annual evaluation of the plan. Individual feedback throughout the school year will be valuable and encouraged. We will continue to work to find more ways to include parents in the process.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	At this time, there is limited parent involvement in the evaluation of the Targeted Assistance program plan. We will continue to look for ways to involve them in the process next year to better meet the needs of the community we serve. This will be a priority moving forward and we will involve the Kenbrook staff in brainstorming various ways we can involve parents in the process evaluating our Targets Assistance program.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent involvement in the overall school improvement plan and our school community are implemented as follows:

-Parents are invited to participate in district parent network and the PTA.

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-Parents will also engaged as school volunteers in the classroom and for school-wide activities fostering student academic and affective skills achievement.

-Parent feedback will be sought through school improvement process and through other surveys administered at the district and building level. This feedback will then be used to refine our building School Improvement Plan and Title Programs.

5. Describe how the parent involvement activities are evaluated.

This is an area where we need to improve and our staff will focus on this as a staff in the 2018-2019 school year. Currently, we primarily evaluate parent involvement activities based on verbal feedback and attendance at events sponsored by the school. We do not yet have a formalized process for gathering parent involvement feedback but we will be looking to formalize the process for 2018-2019 academic year.

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

Any relationship that is lasting is built on trust and mutual respect. The parent-school compact is developed over time and as a result of common experiences. There are also formal parent-school compacts through the PTA and other district network groups designed for parents.

Our compact is sent home annually to be signed and return by parents and students as a commitment to on-going support of student success. This was developed in partnership with other district Title One Schools.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Title One Parent/School Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Assessment results will be provided with guidance on how to interpret the information and the results with the support of an interpreter when necessary. Parents will also be given information on where they can find more details about assessments and how they are scored.

Moreover, when parent meetings necessitate an interpreter, the district provides them to ensure open and clear communication. Ensuring that parents can understand academic results is an important part of our relationship with our parent community.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	We are in the process of developing this plan as a newly identified targeted title one school.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact will be shared with parents at the parent-teacher conference event in the fall.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments {Superintendent, Instructional Leaders, Special Education, Title 1, Business Office, Bilingual Education, etc.} The building administrators, with their building leadership team, make decisions based on school improvement plans and fund programs and interventions accordingly. Our funding sources are state funds {the general fund}, federal funds {Title IA, Title IIA, Title III, 31A, National School Lunch Program, and local funds - Farmington Youth Assistance, PTA, civic organizations}.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

General Fund:

Our general fund supports the purchase of materials, resources and supplies for the following instructional programs/models.

- *Curricular materials
- *Science kits
- *Books and classroom supplies
- *Staffing
- *Maintenance of building and facilities

Targeted Title Assistance:

- *Interventionists
- *Supplemental books/materials
- *School tutoring program
- *Parent resource center

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Currently, we are analyzing math and reading NWEA scores, Fountas and Pinnell, and classroom/grade level data in PLC's. We identify the bottom 30% in each grade level using this data and monitor their progress. Groups receiving intervention are fluid and change frequently based on students progress. Groups move and change based on formative data and standardized test scores throughout the year.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Moving forward, we will fine-tune this process by identifying groups, setting clear and specific goals and progress-monitoring more frequently. In October, we will identify the bottom 30% in math and they will be placed in groups. In 6-8 weeks, we will review the groups through progress monitoring. At this point, our flexible groups may change as students may exit out and others cycle in. This same general process will be followed in the area of reading and math with the exception that all students {not just the bottom 30%} will receive support targeted to their specific needs.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been trained to interpret and understand classroom data and NWEA data to determine who needs additional instructional support. In addition to the NWEA scores, teachers use formal scales (Marzano Quality Instruction Model) to help monitor student progress towards the learning goal. Moreover, teachers use classroom assessments also to help understand the level of student achievement in their classroom.

Our district provides training for teachers to understand standardized test data such as NWEA, Easy CBM, and Fountas & Pinnell.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Each year our Kenbrook School Improvement Team makes it a priority to meet regularly throughout the year to evaluate our school-wide program for its effectiveness. Our School Improvement Plan outlines our building focus, professional development and data analysis needs to guide our instruction and intervention design. At Kenbrook School, we believe that our school improvement is on-going and our plan supports our school community and specifically the teaching of staff and the learning of students. A list of some of the ways in which we have evaluated or implemented of our school-wide program at Kenbrook can be found below:

*Accountability of Assessment Implementation through Illuminate

*Feedback from Instruction Staff

*Feedback from School Improvement Team Members

*Input from parents (LACO survey)

*State Assessment Data (M-Step, NWEA)

*Student LACO survey

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Kenbrook Elementary school annually evaluates the implementation of and results achieved by our School Improvement team. The School Improvement Team practices the SIP cycle. The cycle includes four stages; they include Gather Data, Study, Plan and Do. Data is gathered and then studies to formulate the SIP. The strategies of the plan are put in place to reach the goals and objectives of the plan. Finally, the School Improvement Team gathers data to determine if the SIP was successful. The data collected and studied is M-Step, NWEA and other district curriculum assessments. Through our newly implemented Professional Growth Model, all classroom teachers will be expected to implement our School Improvement goals and plan during the school year as they instruct Kenbrook students. Instructional observations, analysis of student achievement data, PLT conversations and post-reflection dialogues between teacher and administrator will support the monitoring of our plan, goal implementation and successful use of strategies and interventions as outlined in our plan.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

If the data shows that the students who were furthest from achieving the standards have not made academic gains towards the standards or the other goals and objectives were not met, the School Improvement Team revises the plan. The plan is revised by adding new, researched based strategies and activities that will better facilitate student growth in the needed academic area. The strategies and activities that were no successful are evaluated.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

School and student information and progress is shared with all stakeholders in a language that they can understand through SIP at-a-glance, staff meetings, professional development, PLT meetings and PTA meetings. The SIP at-a-glance is a summary of the Kenbrook SIP. Staff find this document easier to understand and more helpful when incorporating the SIP in daily instruction. Furthermore, staff is constantly working toward the goals and objectives of the SIP during collaboration at staff meetings, professional development and PLT meetings. Parents and community members are made aware of the SIP at staff presentations at PTA meetings and listserv. Our School Improvement Team will meet throughout the year to evaluate our progress toward closing achievement gaps, analyzing assessment data and updating/revising our School Improvement Plan according to newly determined needs based on current data.

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kenbrook students will gain proficiency in math skills.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$52000
2	PBIS/Equitable Learning Environment	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$750
3	All students at Kenbrook Elementary will become proficient readers and writers.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$10000

Goal 1: Kenbrook students will gain proficiency in math skills.

Measurable Objective 1:

84% of All Students will demonstrate a proficiency of at or above the RIT in Mathematics by 06/14/2019 as measured by NWEA.

Strategy 1:

Quality Instruction - Teachers will use Marzano Framework to communicate clear learning goals and formal scales for math lessons and units.

Category: Mathematics

Research Cited: Marzano

Tier: Tier 1

Activity - Marzano Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will assess their own understanding with a classroom scale.	Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	K-5

Activity - Math Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn and practice mathematical vocabulary through the use of a math wall and math vocabulary journal.	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Principal and Teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data notebooks and other formative assessments to monitor student achievement. Based on this data, teachers will re-group students to better meet their instructional needs in math.	Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	Teachers

Strategy 2:

Multi-Tiered System Support (MTSS) - Teachers will meet in PLC's and bring common assessment/data to develop and plan interventions for students in the area of mathematics.

Category: Mathematics

Tier: Tier 1

School Improvement Plan

Kenbrook Elementary School

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in differentiated instruction/flexible math groups.	Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$45000	Title I Part A	K-5 teachers
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible students are identified for an after-school tutoring program designed to support struggling math students. This title one funded program aims to help students grow in the area of math.	Academic Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$7000	Title I Part A	Principal, teachers, parents

Strategy 3:

Technology - Teachers will facilitate opportunities to improve math skills utilizing technology.

Category: Technology

Tier: Tier 1

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology such as Compass Learning, X-tra Math, and Moby Max to enhance their learning in the area of math.	Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal and teachers

Strategy 4:

Enhancing Instructional Practices - The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.

Category: Mathematics

Tier: Tier 1

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Kenbrook Elementary School

The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Communication, Teacher Collaboration, Technology, Walkthrough, Implementation, Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals, teaches, math coaches {k-5}
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Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse, using strategies to increase productive dialogue	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals, teachers

Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principals, teachers

Goal 2: PBIS/Equitable Learning Environment

School Improvement Plan

Kenbrook Elementary School

Measurable Objective 1:

85% of All Students will demonstrate a behavior indicating that they feel safe at school in Art & Humanities by 06/14/2019 as measured by Advanc-Ed student survey.

Strategy 1:

Quality Instruction - Teachers will build a positive perception/school culture through PLT's and community meetings and circles.

Category: School Culture

Tier: Tier 1

Activity - Community Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in weekly community meetings/circles with focused lessons on GRIT behavior expectations & routines and life skills. Grit empowers students to persevere and strengthens their growth mindset.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$750	General Fund	K-5 staff, ancillary staff

Strategy 2:

Multi-Tiered System Support (MTSS) - Teachers will meet in PLC's to develop intervention strategies and plans for students in the area of behavior.

Category: School Culture

Tier: Tier 1

Activity - Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in setting individual and class behavior goals.	Behavioral Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Principal, K-5 staff

Strategy 3:

Enhance Instructional Practices - The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.

Visibility - Making every student feel acknowledged and included in the classroom.

Engaging Students' Cultures - Incorporating positive elements of students' culture into classroom learning and community building

Proximity - Using physical space to engage students and reduce perceived threat.

Addressing Race - Talking openly about racial dynamics and how they impact the student experience.

Connection to Students' Lives - Making linkages between classroom content and student experiences and perspectives.

Connection to Future Selves - Helping students identify their future paths and using classroom experiences to guide students towards personal goals.

School Improvement Plan

Kenbrook Elementary School

Category: School Culture

Tier: Tier 1

Activity - Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility - Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures - Incorporating positive elements of students' culture into classroom learning and community building Proximity - Using physical space to engage students and reduce perceived threat. Addressing Race - Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives - Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves - Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Communication, Implementation, Direct Instruction, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Central Administration
Activity - Student Equity Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are involved in a student leadership team, led by a staff member. The goal of the team is to create, design, implement a student group in our building that is focused solutions to problems and creating an equitable environment that helps create a linkages between classroom and student experiences and perspectives.	Getting Ready, Materials	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal Staff

Goal 3: All students at Kenbrook Elementary will become proficient readers and writers.**Measurable Objective 1:**

82% of All Students will demonstrate a proficiency of at or above the RIT in English Language Arts by 06/14/2019 as measured by North West Evaluation Association (NWEA).

Strategy 1:

Quality Instruction - Teachers will implement reading in K-5 classrooms using Farmington Atlas Rubicon.

Category: English/Language Arts

School Improvement Plan

Kenbrook Elementary School

Tier: Tier 1

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use data notebooks to track and monitor their reading growth and progress. Students may, at some point, share their growth with families {home/school connection}.	Parent Involvement, Monitor	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	K-5

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in vocabulary lessons and activities to enhance reading comprehension.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	K-5 staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in vocabulary lessons and activities to enhance academic and assessment language.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	K - 12 staff

Strategy 2:

Multi-tiered System of Support {MTSS} - Staff will be trained in and implement the Instructional Support Time Model (IST).

Instructional Support Time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. The structure is as follows:

K: 45-60 min, 5 days/week beginning Jan.-Feb. 2018

1-5: 45-60 min, 5 days/week beginning Oct. 2017

Category: English/Language Arts

Tier: Tier 1

Activity - Instructional Support Time (IST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in daily Instructional Support Time (IST) to meet their individual reading goals.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$10000	General Fund	K-5

School Improvement Plan

Kenbrook Elementary School

Strategy 3:

Technology - Teachers will facilitate opportunities to improve reading skills utilizing technology.

Category: English/Language Arts

Tier: Tier 1

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology such as RAZ-kids, Pebble Go, Compass Learning, and Reading A-Z to enhance their learning in the area of reading.	Technology	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principal and Teachers

Strategy 4:

Enhancing Instructional Practices - Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include:

- *Identifying learning goals
- *Setting criteria for success
- *Creating tasks, activities and exemplars that elicit evidence of student learning
- *Using questioning strategies that elicit evidence of student learning
- *Extending thinking during discourse
- *Providing descriptive feedback
- *Providing opportunities for peer feedback
- *Providing opportunities for self-assessment
- *Providing a collaborative culture of learning
- *Using evidence to inform instruction

Category: English/Language Arts

Tier: Tier 1

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

Kenbrook Elementary School

Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers
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Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenbrook will engage in practices for staff and student discourse. Core practices to promote effective discourse include: *Providing safe, equitable environments for student discourse *Using strategies to increase productive dialogue	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - 10 Essential Literacy Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 10 essential literacy practices (K-3 and 4/5) are research-supported instructional practices. Research suggests that each of the ten practices can have a positive impact on literacy development. The use of these practices in every classroom every day could make a measurable positive difference in literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a "standard of care" for our students. Kenbrook will focus on Essential Practices 3 (small group instruction) and 6 (research aligned writing instruction).	Teacher Collaboration, Technology, Walkthrough, Implementation, Parent Involvement, Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Literacy Coaches (K-2) District Literacy Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunities	Eligible students are identified for an after-school tutoring program designed to support struggling math students. This title one funded program aims to help students grow in the area of math.	Academic Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$7000	Principal, teachers, parents
Differentiated Instruction	Students will participate in differentiated instruction/flexible math groups.	Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$45000	K-5 teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
10 Essential Literacy Practices	The 10 essential literacy practices (K-3 and 4/5) are research-supported instructional practices. Research suggests that each of the ten practices can have a positive impact on literacy development. The use of these practices in every classroom every day could make a measurable positive difference in literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a "standard of care" for our students. Kenbrook will focus on Essential Practices 3 (small group instruction) and 6 (research aligned writing instruction).	Teacher Collaboration, Technology, Walkthrough, Implementation, Parent Involvement, Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Literacy Coaches (K-2) District Literacy Coordinator
Student Equity Team	Students are involved in a student leadership team, led by a staff member. The goal of the team is to create, design, implement a student group in our building that is focused solutions to problems and creating an equitable environment that helps create a linkages between classroom and student experiences and perspectives.	Getting Ready, Materials	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal Staff

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Kenbrook Elementary School

Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/27/2018	06/14/2019	\$0	Principals, teachers
Technology Resources	Students will use technology such as Compass Learning, X-tra Math, and Moby Max to enhance their learning in the area of math.	Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal and teachers
Staff and Student Discourse	Kenbrook will engage in practices for staff and student discourse. Core practices to promote effective discourse include: *Providing safe, equitable environments for student discourse *Using strategies to increase productive dialogue	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
8 Mathematical Practices	The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Communication, Teacher Collaboration, Technology, Walkthrough, Implementation, Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals, teaches, math coaches {k-5}
Community Circles	Students will participate in weekly community meetings/circles with focused lessons on GRIT behavior expectations & routines and life skills. Grit empowers students to persevere and strengthens their growth mindset.	Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$750	K-5 staff, ancillary staff

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Kenbrook Elementary School

Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/27/2018	06/14/2019	\$0	Principals Teachers
Technology Resources	Students will use technology such as RAZ-kids, Pebble Go, Compass Learning, and Reading A-Z to enhance their learning in the area of reading.	Technology	Tier 1		08/27/2018	06/14/2019	\$0	Principal and Teachers
Instructional Support Time (IST)	Students will participate in daily Instructional Support Time (IST) to meet their individual reading goals.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$10000	K-5
Academic Vocabulary	Students will engage in vocabulary lessons and activities to enhance academic and assessment language.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	K - 12 staff
Student Six Engagement Strategies	The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility - Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures - Incorporating positive elements of students' culture into classroom learning and community building Proximity - Using physical space to engage students and reduce perceived threat. Addressing Race - Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives - Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves - Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Communication, Implementation, Direct Instruction, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Central Administration

School Improvement Plan

Kenbrook Elementary School

Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse, using strategies to increase productive dialogue	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals, teachers
Vocabulary	Students will engage in vocabulary lessons and activities to enhance reading comprehension.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	K-5 staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks	Students will use data notebooks to track and monitor their reading growth and progress. Students may, at some point, share their growth with families (home/school connection).	Parent Involvement, Monitor	Tier 1	Implement	08/27/2018	06/14/2019	\$0	K-5
Marzano Scale	Students will assess their own understanding with a classroom scale.	Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	K-5
Intervention Plans	Students will engage in setting individual and class behavior goals.	Behavioral Support Program	Tier 2	Implement	08/27/2018	06/14/2019	\$0	Principal, K-5 staff
Progress Monitoring	Teachers will use data notebooks and other formative assessments to monitor student achievement. Based on this data, teachers will re-group students to better meet their instructional needs in math.	Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Teachers
Math Vocabulary	Students will learn and practice mathematical vocabulary through the use of a math wall and math vocabulary journal.	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal and Teachers