



School Improvement Plan

Dailey Elementary School

Beecher 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 Dailey Elementary School Improvement Leadership Team met in April to review data to complete the needs assessment. The following data was collected and then analyzed for the comprehensive needs assessment. Student Achievement Data is collected and analyzed throughout the year and reviewed with staff and the parent group shortly after the data is collected. The Leadership Team shared a summary of the data with the staff and with the Parent Coalition group in June. The following sources of data were used to identify the strengths and weaknesses concerning our student achievement, school programs and processes, stakeholder perceptions, and demographics.

Student Achievement data reviewed included M-STEP, NWEA, STAR, and quarterly common assessment data.

School Programs/Process Data gathered in the ED YES! Diagnostic Report is reviewed and analyzed at staff meetings in March. The summary report is shared with parents in March.

Perception Data is gathered through parent, staff, and student surveys. Parents participate in a survey in March at parent/teacher conferences. Teachers and 3RD and 4th grade students participate in a survey in April.

Demographic Data regarding mobility, discipline, and attendance are reviewed on a quarterly basis at staff meetings from Synergy 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?

DEMOGRAPHIC DATA

Demographic data was gathered from the MI School Data website.

STUDENT BODY

	2013-2014	2014-2015	2015-2016
Total	416	330	399
African-American	94%	95%	89%
Hispanic	2% <10	1% <10	3%
White	3%	2% <10	4%
Economically Disadvantaged	89%	86%	85%
Students with Disabilities	9%	10%	9%
Male	54%	56%	55%
Female	46%	44%	45%

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While the data may look as if our total number of students increased in the 2015-2016 school year, this is due to the closing of the other elementary school in the district and combining the two schools. During the 2015-2016 school year, Dailey Elementary housed kindergarten through 4th grade students while in the past several years kindergarten through 6th grade students attended the school. The combining of the two schools has led to an increase in Hispanic and White students and a decrease in African American students.

Our student body is predominantly African American and Economically Disadvantaged. The only categories that constitute a subgroup are males and females. We will look at these two categories for our subgroup strategies, while also including strategies for African American and Economically Disadvantaged students.

STUDENT ACHIEVEMENT:3 YEAR TREND MEAP/M-STEP

For the 2013-2014, Dailey Elementary School was designated as a Michigan Reward School and a National Title I Distinguished School for closing the gap in student achievement for the bottom 30%.

On the Top to Bottom List, Dailey Elementary moved from the 6th percentile in 2011-2012 to the 25th percentile in 2012-2013 and then to the 39th percentile in 2014-2015.

Data from the state assessments was reviewed for the previous three years to look at trends for both overall student achievement and subgroup achievement.

READING

	3RD	4TH	5TH	6TH
2014-2015 (M-STEP)	2%	12%	20%	10%
2013-2014 (MEAP)	35%	61%	51%	49%
2012-2013 (MEAP)	42%	34%	40%	35%

MATH

	3RD	4TH	5TH	6TH
2014-2015 (M-STEP)	7%	6%	7%	0%
2013-2014 (MEAP)	16%	28%	20%	3%
2012-2013 (MEAP)	10%	<10%	<10%	11%

WRITING

2014-2015 (M-STEP)	NOT REPORTED
2013-2014 (MEAP)	28%
2012-2013 (MEAP)	11%

SCIENCE

2014-2015 (M-STEP) 4TH GRADE	2%
2013-2014 (MEAP) 5TH GRADE	0%
2012-2013 (MEAP) 5TH GRADE	10%

SOCIAL STUDIES

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2014-2015 (M-STEP)	0%
2013-2014 (MEAP)	3%
2012-2013 (MEAP)	<10%

SUBGROUP DATA FOR 2014-2015 M-STEP

READING	3RD	4TH	5TH	6TH
FEMALE	0%	25%	22%	13%
MALE	4%	3%	18%	7%

MATH	3RD	4TH	5TH	6TH
FEMALE	13%	10%	0%	0%
MALE	4%	3%	11%	0%

SCIENCE	SOCIAL STUDIES			
FEMALE	5%		0%	
MALE	0%		0%	

There was a dramatic decrease in reading scores on the state testing when the new M-STEP assessment was administered in 2014-2015. Math scores also decreased, but were not as dramatic because scores were low in the previous two years. Science and Social Studies remained stable, but scores have been less than 10% for the previous years. After analysis of the state assessment data, especially regarding the new assessment in 2014-2015, all content areas are weak and require school improvement goals and strategies.

Subgroup data for males and females shows that females are doing better than males in reading, science, and math. Scores in social studies are equal in the two subgroups at 0% proficient. Again, our scores are extremely low in both subgroups and overall and all content areas require school improvement strategies that will increase student achievement. For subgroups, we also looked at the number of males and females receiving interventions: 61 males, 42 females. We have more male students in intervention, but we also have a higher percentage of males attending the school. Strategies are included in the Goals and Objectives that will specifically address male achievement.

Data from the STAR reading and math assessments for average grade level in the spring was reviewed for the previous three years to look at trends in overall student achievement. STAR scores in both reading and math have remained somewhat stable over the past three years. However, scores are stable at each grade level at a half year to a full year below grade level except at first grade where student scores are approximately a quarter year below grade level.

2012-2013 STAR TEST

	1ST	2ND	3RD	4TH	5TH	6TH
Rdg.	1.6	2.3	3.1	4.1	4.7	5.8
Math	1.8	2.5	3.4	4.4	5.1	5.7

2013-2014 STAR TEST

	1ST	2ND	3RD	4TH	5TH	6TH
Rdg.	1.7	2.2	3.0	4.1	4.8	6.2
Math	1.6	2.5	3.5	4.5	5.0	6.2

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2014-2015 STAR TEST

1st 2nd 3rd 4th 5th 6th

Rdg. 1.7 2.3 2.7 4.0 4.6 5.8

Math 1.8 2.5 3.2 4.1 5.2 5.4

Data from the NWEA reading and math assessments of percentage of students at or above norm grade level was reviewed for the previous two years to look at trends in overall student achievement. Only two years of spring data are available. Included are winter scores for 2015-2016 for a three year comparison. The averages in reading and math for the two years has remained steady, but is showing in grades 1-6 less than 25% of our students scoring at or above norm grade level. Just below 50% of Kindergarten students are scoring at or above grade level. Current scores show an increase in math scores at all levels except Kindergarten and increases in 2nd and 3rd grade reading scores.

2013-2014 WINTER NWEA TEST

K 1ST 2ND 3RD 4TH 5TH 6TH

Rdg. 49 23 19 25 16 14 21

Math 43 25 28 17 11 6 11

2014-2015 WINTER NWEA TEST

K 1ST 2ND 3RD 4TH 5TH 6TH

Rdg. 53 36 16 19 18 18 10

Math 62 28 25 14 5 19 0

2015-2016 SPRING NWEA TEST

K 1ST 2ND 3RD 4TH

Rdg. 37 31 38 16 10

Math 33 39 38 25 8

SCHOOL PROGRAMS/PROCESS:

In the MDE School Systems Review/Self Assessment the professional learning culture had the lowest rating of 2.25. Indicator V: Impact of Professional Learning was rated as Beginning Implementation. Our self assessment of the Curriculum strand indicates a need for curriculum work, especially in regards to interventions and accommodations. It also shows a need for work with classroom assessments. The School, Families, and Community relations strand had the highest rating and is considered fully implemented. This is in agreement with the results of the parent survey.

The results of the review are as follows:

S1: Curriculum 2.6

- Inclusion of guidelines for accommodations and modifications for all learners
- Systematic and documented process to collaboratively review the written curriculum for alignment to state standards and district curriculum
- Engagement in regular discussions of student learning expectations both horizontally and vertically
- Lack of system of interventions including advanced students
- Classroom assessments aligned to the depth of knowledge required to demonstrate proficiency with standards

S2: Leadership for Learning 2.75

- Vision
- Building-wide decision-making process with protocols

S3: Professional Learning Culture 2.25

- Professional learning is designed to include a process to monitor and evaluate implementation and impact

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- INDICATOR V: IMPACT OF PROFESSIONAL LEARNING-BEGINNING IMPLEMENTATION

o Lack of monitoring professional learning for fidelity of implementation and impact on student achievement

S4: School, Family and Community Relations 3.0

- Full Implementation of all standards.

PERCEPTION: TEACHER SURVEY

Staff Survey Results: The following items had the lowest ratings on the staff survey. 14 teachers responded

1. 46% disagree or strongly disagree that a formal process is in place to support new staff members in their professional practice. For the past two years, we have had no new staff members due to student count reductions. This may also reflect the need for a process when teachers are assigned new grade levels or content areas.
2. 46% disagree or strongly disagree that our school ensures all staff members are trained in the evaluation, interpretation, and use of data. This is an area included in the school improvement plan for professional development.
3. 38% disagree or strongly disagree that the teachers in our school have been trained to implement a formal process that promotes discussion about student learning.
4. 38% disagree or strongly disagree that a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Comments on open-ended questions regarding what is most liked about the school were collaboration among staff and the balanced calendar. Comments on open-ended questions regarding what is least liked and needs for improvement included smaller class sizes, more time for collaboration and data review, safety and student behavior. The data also shows the need for professional development and more time spent on data and assessment literacy and analysis.

PERCEPTION: PARENT SURVEY

Fifty-nine surveys were completed by parents during the March parent/teacher conferences.

85% of the surveys reflected that parents agree or strongly agree with the schools purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems and using results for continuous improvement. The surveys also included 85% of parents responding positively to the open ended questions regarding suggestions.

DISCIPLINE DATA

2015-2016

Total Discipline Referrals 820

Kindergarten	49	First Grade	46	Second Grade	59	Third Grade	134	Fourth Grade	226
Male	40	38	33	120	221				
Female	9	8	21	14	5				
>5	4	2	4	8	8				

The discipline data shows that males are receiving discipline referrals at a far greater amount than females. Strategies to decrease the amount of behavior referrals especially for males is needed.

CONCLUSIONS

The results of the comprehensive needs assessment are as follows:

1. Strategies are needed to increase student achievement in all content areas: reading, writing, math, science, and social studies.
2. Strategies are needed to decrease the number of behavior referrals, especially with male students.
3. Strategies are needed to increase teacher data and assessment literacy.

4. Strategies are needed to increase achievement for African American, Economically Disadvantaged and Male students.

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.

All content areas are priority areas along with improving student behavior.

GOALS:

1. All students at Dailey Elementary School will become proficient in reading
2. All students at Dailey Elementary School will become proficient in math.
3. All students at Dailey Elementary School will become proficient in science.
4. All students at Dailey Elementary School will make appropriate behavioral choices.
5. All students at Dailey Elementary School will become proficient in social studies.
6. All students at Dailey Elementary School will become proficient writers.

These goals were selected because the MEAP/M-STEP scores are well below the state average in all content areas at every grade level. STAR and NWEA reading and math scores corroborate the data from MEAP/M-STEP, specifically showing that a majority of students on average are scoring below grade level. The data shows a need for specific strategies to increase student achievement for African American, Economically Disadvantaged, and male students. Strategies for these groups will be included in each goal.

Discipline data shows a an excessive amount of behavior referrals especially for males. Teacher perception data includes a concern regarding a safe environment. The data shows a need for a goal and strategies to help students, especially males, make appropriate behavioral choices.

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?

All content areas are a priority because students are achieving well below average on the state assessments in all content areas. The low percentage of students who are achieving at grade level on local assessments show the need for goals and strategies to increase achievement in reading and math. The goals address the needs of the whole school population by including strategies that will help the majority of our students who are Economically Disadvantaged and African American. The goals also include strategies that specifically address the needs of males who are achieving at a lower percentage than females. A goal is also included to help teachers and students help create a safer environment by implementing strategies that will help students make appropriate behavioral choices, especially males who are receiving the majority of behavioral referrals.

Component 2: Schoolwide Reform Strategies

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

All strategies and activities in the schoolwide plan focus on helping all students reach the State's standards in all content areas.

***Extended Learning Opportunities:** All-day Kindergarten, after-school tutoring, Summer School, Academic Intersession, Technology, Field Trips

The extended learning opportunities provide additional time outside of the regular school day which has been shown to increase student achievement for African American and Economically disadvantaged students who make up the majority of the school's population. Research also shows that extended learning opportunities also help specifically increase male students' achievement. Field trips provide the opportunity for students to explore the world outside of their every day environment. Research shows that use of technology also increases achievement for the categories of students attending Dailey.

***Student Academic Instructional Support Personnel:** social worker, parent facilitator, student behavioral interventionist, academic intervention teacher, paraprofessionals, tutors, class-size reduction teachers.

The opportunity to have more adults available to provide small group and individual interventions for students has been shown to increase student achievement for the categories of students attending Dailey.

***Reading:** Reading Workshop/Daily 5, student goal-setting, non-fiction reading, incentives, Assessment and Data Literacy for teachers.

These strategies will help increase student achievement in reading. Reading Workshop/Daily 5 is a classroom structure that will help improve comprehension. Student goal-setting helps students become responsible and able to reflect on their own learning. Increasing non-fiction reading has an increased focus in Michigan's Educational Standards. Research also shows that males prefer to read non-fiction, so the availability and opportunity to read more non-fiction will help raise student achievement for males as well as provide more interaction with science and social studies content. Reading incentives for students will encourage students to meet their reading goals. As teachers increase their data and assessment literacy they will be able to increase student achievement in reading.

***Math:** Algebraic Thinking, Number Sense Development

Teachers will increase their knowledge of how to teach algebraic thinking and number sense development to provide activities in the classroom that will help students increase their understanding of mathematical concepts and knowledge.

***Science:** Hands-on Science Activities

Hands-on science activities provide kinesthetic opportunities for students to interact with science concepts. The use of Hands-on science activities have been shown to help students increase their understanding of science concepts. Teachers will increase their knowledge of how to implement hands-on science activities in the classroom.

***Behavior:** Positive Behavioral Interventions and Supports

The school will implement a schoolwide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. This will help remove the barriers to learning that occur when behaviors are disrupting the learning community and therefore increase student achievement. Teachers will learn how to teach positive behavior expectations and implement a Check-In/Check-Out system for students who receive more than five discipline referrals.

***Social Studies:** Six-step process for building academic vocabulary

The Six-step Process for Building Academic Vocabulary is a systemic program of vocabulary instruction that has been shown to close the gap between economically disadvantaged students and student who are not economically disadvantaged. Teachers will learn how to implement this process for social studies, but will be able to use it for other content areas also to increase student achievement by building student vocabulary.

***Writing:** Writing Workshop

Writing workshop is a classroom structure that has been shown to effectively increase student achievement in writing. Most of the time is
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spent on students actually writing and making choices about what they write. Choice is a factor in helping to increase achievement for both African American and male students as well as all students.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The research-based methods and strategies in the schoolwide plan increase the quality of instruction by promoting the use of best practices to increase student achievement. The methods and strategies increase the quantity of instruction by promoting more frequent use of best practices that are shown to increase student achievement. Extended learning opportunities increase the quantity of instruction beyond the regular school day. A system of intervention will be put into place for all content areas to increase the quantity of instruction based on students needs.

INCREASING QUALITY OF INSTRUCTION

All goals include activities for teachers to attend professional development and monitor the implementation of instructional strategies to increase the quality of instruction. To improve the quality of instruction in the goal of reading, teachers will implement a Reading Workshop/Daily 5 structure that includes read aloud, small group instruction, word work, independent reading and individual student conferencing. In writing, a workshop approach will also be used that includes extensive writing time, small group instruction and individual student conferencing. In math, teachers will use activities that promote algebraic thinking and number sense development. In science, teachers will implement hands-on science activities that enhance the instruction for science concepts. In social studies teachers will implement a six-step process for building academic vocabulary for social studies concepts and terms. The implementation of this process will eventually extend to other content areas. The use of technology will also increase the quality of instruction as it can provide rich, diverse, and plentiful supplemental resources for both teachers and students to support the content areas.

INCREASING QUANTITY OF INSTRUCTION

Teachers will learn how to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. This will help remove the barriers to learning that occur when behaviors are disrupting the learning community and therefore increase student achievement and time in the classroom. Teachers will also implement a Check-In/Check-Out system for designated students who are having severe behavior problems so the students can demonstrate appropriate classroom behavior and increase their time in the classroom.

The extended learning opportunities provide additional time outside of the regular school day which has been shown to increase student achievement for African American and Economically disadvantaged students who make up the majority of the school's population. Research also shows that extended learning opportunities also help specifically increase male students' achievement. Field trips provide the opportunity for students to explore the world outside of their every day environment and increases students' background knowledge.

The opportunity to have more adults available as interventionists, tutors, and mental health support will help students receive extended learning time after school, during the summer and intersessions, and help students catch up and be able to spend more time in the classroom learning grade level concepts.

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

The comprehensive needs assessment reports a need for strategies that improve student understanding and increase student achievement in all content areas as well as behavior. The research-based reform strategies in the schoolwide plan address all content areas and behavior and are therefore aligned with the findings of the comprehensive needs assessment.

All content areas, reading, writing, math, science and social studies have all been identified as a priority need. Scores are extremely low for the total school population which is primarily African American and Economically Disadvantaged. Males have been identified as a priority need because they are not achieving as well as females.

To specifically meet the needs of male students who have been identified through data as a priority need, extended learning opportunities such as after-school tutoring, summer school, and intersession classes will be provided that address all content areas.

Interventions in the classroom will include small group instruction and the use of leveled readers in science and social studies. Use of technology has also been shown to increase achievement in males. The school has two computer labs, a laptop cart, and four Apple Ipad carts. Teachers will be trained to use technology effectively to enhance instruction in all content areas. Academic interventionists and Title I Tutors will provide small group and individual interventions for identified students.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Dailey Elementary School is particularly homogeneous with the majority of the population being African-American and Economically Disadvantaged. Even our Special Education subgroup is not considered a major subgroup. The strategies which provide a level of interventions for students who need the most instructional support would be those that include extra personnel such as Intervention teachers, class-size reduction teachers, the social worker, paraprofessionals and tutors. The extended learning opportunities such as all day kindergarten, summer school, academic intersession, and after school tutoring also provide a level of interventions for these students. These strategies allow for students to have small group, more individualized, differentiated instruction and extended learning opportunities. Strategies that include technology-based instruction also allow for more individualized and differentiated instruction.

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

To determine if the needs of students are being met, all students are administered the STAR reading and math assessment approximately every five weeks to determine if instruction and interventions are working. Students who have an urgent or intervention designation on these assessments are assigned to an Academic Interventionist or Title I Tutor depending on the grade level. When students move out of the urgent or intervention designation on these assessments they no longer will receive these services.

For reading we also look at paper/pencil assessments for increases in sight word recognition, fluency, and decoding skills. For reading we also look at the quantity and levels of quizzes passed in the Accelerated Reader program. If students are not reaching their reading goals for the amount of books to be read and/or at the required levels, the intervention personnel monitor, encourage and help students with reaching these goals.

For math, intervention personnel provide activities based on specific skills that the students are deficient in or on concepts currently being

taught in the classroom. These skills are assessed on a daily basis through the activities provided by the intervention personnel.

Writing is assessed through conferencing during Writing Workshop. Classroom teachers provide interventions individually or in small groups as needed and reassess during further conferencing. A quarterly writing assessment will be given to determine if instruction and interventions are working.

Science and Social Studies is assessed with frequent formative assessments on the concepts being taught. Students who are not showing understanding of concepts are retaught in small groups in the classroom as needed. Quarterly common assessments are used to determine if instruction and interventions are working.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Due to reduction in staff, two classrooms were closed in October, 2014. All other classrooms were staffed by teachers who had been at Dailey Elementary the previous year. We did lose a teacher in April due to relocation. She was replaced with a highly qualified substitute teacher for the remainder of the year.

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

Our staff includes 18 teachers with the following years of experience:

<10 years = 1 teacher 5%

10-15 years = 3 teachers 17%

16-20 years = 4 teachers 22%

21-25 years = 5 teachers 28%

26-30 years = 3 teachers 17%

31+ years = 2 teachers 11%

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

The school uses the Genesee Intermediate School District Mid-Michigan Area Public Schools Consortium to recruit highly qualified applicants for instructional purposes. Dailey Elementary School has a highly collaborative climate where teachers feel like family and work together as a team to promote student achievement. We build relationships with each other, as well as with our students and their families. Dailey has an abundance of technology to enhance instruction. Teachers have adequate supplies and the Title I budget allows for many educational innovations to be used for instruction.

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

The district uses the Genesee Intermediate School District Mid-Michigan Area Public Schools Consortium to recruit highly qualified applicants for instructional purposes. Beecher Community School District is a small school district. The staff is very involved in the decision-making process for school improvement. Teachers across the district get to know each other well, feel like family and work together as a team to promote student achievement. We build relationships with each other, as well as with our students and their families. The district has an abundance of technology to enhance instruction. Teachers have adequate supplies and the Title I budget allows for many educational innovations to be used for instruction.

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?

Not applicable. Turnover rate is low or nonexistent.

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.

Goal: All students will make appropriate behavioral choices.

PD: Positive Behavior Intervention Support: How to teach positive behavior expectations and implement a Check-In/Check-Out system.

Goal: All students will become proficient writers.

PD: Writing Workshop

Goal: All students will become proficient in math.

PD Teaching Math: Algebraic Thinking, Number Sense

Goal: All students will become proficient in social studies.

PD: Six Step Process for Building Academic Vocabulary

Goal: All students will become proficient in reading.

PD: Reading Workshop

Goals: All students will become proficient in all content areas.

PD: Using Technology to Enhance Instruction, Assessment Literacy

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

A Math Leadership team has been formed to attend several math workshops at the Genesee Intermediate School District and the Michigan Council for Teachers of Mathematics Conference. This team will provide monthly training to improve math instruction at staff meetings and be available to assist teachers on an individual or small group basis as necessary.

A teacher will participate in the Michigan Formative Assessment for Michigan Educators program. She will lead a team throughout the year and lead professional development. A team will also attend assessment literacy training at the Genesee Intermediate School District and the Michigan School Testing Conference and lead professional development.

Teachers will work together to improve their implementation of Reading and Writing Workshop.

Technology training will be provided after school with in-house experts available throughout the school year.

Late start Wednesday meetings are primarily dedicated to professional development and professional learning communities.

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

Component 6: Strategies to Increase Parental Involvement

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

A parent survey is given every year for parents to have input into the design of the schoolwide plan. The school improvement team presents a review of the schoolwide plan annually to the parent group, which also includes community members. Recommendations from this group are considered for the design of the schoolwide plan.

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

Parents are invited to be involved in the implementation of the schoolwide plan when appropriate. Activities are designed by the Parent Facilitator in conjunction with the school improvement team that correlate with the goals and objectives of the school improvement plan. Activities include events that promote the involvement of families in the support of the goals and objectives of the school improvement plan. These events also include training for parents to support their students achievement towards the goals and objectives of the school improvement plan.

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

A parent meeting is held in the Fall for parents to review the school improvement plan. In the spring a parent meeting is conducted for parents to evaluate the schoolwide plan. Parent surveys and evaluations are collected to evaluate programs. Data from these surveys and evaluations is reviewed by the school improvement team and considered to help improve school-wide programs.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

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

1118(e)1 Assistance to Parents Regarding State Content Standards, Assessment & Monitoring

Child Study (Response to Intervention) meetings are held with all pertinent team members (social worker, principal, special ed teacher, classroom teacher) meet regularly to discuss student progress.

Letters/ intervention reports are sent home to inform parents of interventions and results.

Curriculum guides are available to all parents on the district website.

WIDA test results (World-class Instructional Design and Assessment) are sent to all parents of LEP (Limited English Proficient) students.

M-STEP results will be sent to parents of all 3rd-6th grade students.

Assessment results and progress are discussed at Parent Teacher Conferences.

Results of local STAR and NWEA testing are reported to parents in report cards and progress reports.

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Parent workshops are offered to assist parents in understanding the state's academic content standards, interpretation of assessments and how to monitor student progress and work with the school to improve student achievement.

1118(e)2 Materials & Training for Parents

The parent facilitator organizes a weekly Parent Coffee Hour which includes materials and training to help parents work with their children to improve achievement.

Content area activity nights are organized to help parents learn about activities they can do at home to help student progress.

Tips for parents to help their child are included in the school newsletter.

1118(e)3 Training Staff on Parental Involvement

Dailey staff participated in professional development during the 2014-2015 school year to share and explore resources that provide tips and training for how to work well with a variety of families. This will also include training about different cultures and diversity. Resources will include those from Family Engagement Resources from the Michigan Department of Education and the MiBLSi Parental Involvement Resources.

2015 - 2016

Parent Involvement Activities

Back to School Meet and Greet

An opportunity for parents to meet and greet new and old friends and learn more about parent engagement activities and opportunities at Dailey.

Parent Coffee Hour and Workshop - This is an opportunity for parents to get together and have conversation, and also includes a learning opportunity for parents weekly. The topics have included:

Math for the Fun of It

Autism

Asthma Basics

What is Good Mental Health

Helping Children Deal with Trauma

Injury Prevention

Children Oral Health

Let's Talk About Diabetes

Math Tips for Parents

Children and Violence

Raising Children Series - Raising Children sessions are held monthly, these sessions introduces basic fundamental strategies for developing healthy children. Classes are held on the second Tuesday of each month.

Take Your Dad to School Day - This was part of our effort to encourage dads to be an active participant in their child's education; helping to lay a path of greater success in their child's academic future.

Afternoon Movie and Parent Discussion - This is an opportunity for parents to come enjoy a movie, discussion and refreshments with other parents.

Coffee with the Principal - The purpose of the Coffee with the Principal is to give parents/guardians an opportunity to learn more about

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different initiatives at the school, learn ways to assist students academically, as well as an opportunity for parents/guardians to have dialogue with the principal.

February Intercession Classes

"Because They Marched" Reading and discussion

Cooking Matters - Cooking Matters was a six weeks series of free cooking and nutrition classes, which covered topics that included:

Healthy Snacks

Food Safety at Home

Planning Balanced Meals

Shopping Smart

Cooking Tips from the Chef

Tips for Eating Out

PEARLS (Program to Encourage Active Rewarding Lives) - PEARLS is a six week program geared towards older adults 50 and above, the program offered tips to help participants live more active and rewarding lives. Topics covered included:

Depression

Healthy aging

Physical health

Problem solving, along with other healthful topics

Dailey Parents Volunteering and Making a Difference - Once a month parents volunteer at the Food Bank of Eastern Michigan, as a way to build camaraderie and give back and make a difference in the community.

Who Am I? (Uniting Families in a Spirit of Excellence) - A four week fun-filled family engagement program to help build character, strengthen the bond between child and parent, and provide tips to improve academic success for students.

Scholastic Book Fair - Parent volunteers are recruited to host the Scholastic Book Fair twice a year.

Popcorn and Pickle Sale - Parent volunteers sponsors popcorn and pickle sales on Friday's (bi-weekly).

1118(e)4 Coordinate with Other Parental Involvement Programs

Building principal and kindergarten teachers will coordinate with the GISD Head Start in order to set up effective transitions to Kindergarten for pre-school parents.

1118(e)5 Inform parents of school and parent programs in a timely and practical format in a language they can understand

Dailey will provide:

- Daily/weekly take-home folders

- Class/school newsletters in parent-friendly language

- Spanish-speaking teachers are available to help with translation. The Genesee ISD will provide language and sign-language translators when needed.

- Staff is always available upon request for clarification of communication.

1118(e)14 Provide support for parental involvement at parent request

- Dailey will make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive involvement.

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- Dailey will provide interpreters at parent meetings and conferences upon request or if deemed necessary.

1118(f) Migrant, Disabled & LEP (Limited English Proficient) Parent Participation

- Dailey does not have Migrant parents at this time. In the event that Migrant students enroll, parent outreach activities will take place to make sure that they are informed and included in all parent outreach events.

- Dailey will ensure that LEP families are informed and included in all parent outreach events in a language they can understand.

- Dailey will provide accommodations as needs arise to disabled parents to ensure that they are informed, included and able to participate in all parent outreach events.

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

Parents will have the opportunity to review the parent involvement component at parent-teacher conferences and on the school website. A small group of parents will meet yearly to review the plan and suggest changes. Teachers also review the plan at staff meetings to make suggested changes. Parent and teacher surveys are collected to evaluate the parent involvement component.

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

The evaluation is reviewed and analyzed by parents and staff to make changes that will strengthen the program.

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

Dailey Elementary uses a Parent-Teacher-Student compact that was developed by a committee of teachers and parents. The compact was developed several years ago and praised and accepted by Title I auditors. We continue to use that same compact, but review it every year with staff and parents for suggested change.

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

Teachers discuss the compact with parents at parent teacher conferences at the beginning of the year-usually in September. The discussion includes the student if he/she is in attendance and then is agreed to and signed by all.

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

Not Applicable

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

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

Parent/teacher conferences are held twice a year. Progress reports are mailed once each marking period. Report cards are sent home with students at the end of each marking period. NWEA and STAR assessment data is sent home with students after each testing cycle. M-STEP data will be mailed to parents when available from the state. Staff is available on an individual basis for parents who want more information or to have results interpreted.

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?

Pre-school classes are held in the same building and hallway as the kindergarten classrooms.

- Elementary Principals and Teachers are invited to share transition ideas.
- Send Books to Kindergarten Teachers to share with last Year's preschoolers.
- Head Start Teachers with students will begin visits to kindergarten classrooms. (on-going).
- A kindergarten teacher will visit all Preschool classrooms to read to preschoolers and talk about kindergarten.
- Kindergarten teachers, principals, parents and superintendent to attend the Total Program professional development for joint training.
- Information on the go topic "Transition".
- Invite Elementary Principals to attend a BPPC Meeting for Questions and Answers.
- Kindergarten teachers will mail a letter to future kindergarteners containing introductory information and a photo of themselves.
- Mail information data to parent referencing kindergarten registration..
- Provide Kindergarten Round-Up activities at each elementary site. Teachers do transition activities at spring home visits.
- Transition information will be shared with families during home visits.
- Host end of the year transition celebration.
- Provide summer activity packets for parents to use with their children. Packets will be disseminated at picnic or other related 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?

Parent Meeting regarding transition to Kindergarten

Summer Back Packs with School Readiness information and activities

Newsletters with School Readiness activities

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, including Special Education and Title I staff, at Dailey Elementary School attend Professional Learning Community meetings twice a month where discussions include student achievement data, curriculum alignment, and best practices and teaching strategies. Grade level and/or content area Professional Learning Community meetings are held at the beginning of each marking period to review pacing guides to create the common assessment for the quarter. These assessments are reviewed by the principal and the superintendent. STAR, Accelerated Reader, and formative assessment data is also reviewed at the beginning of each quarter to help teachers use the data to adjust their own instruction and to assess effectiveness of the interventions being used. Teachers communicate with parents about student needs as determined by the data. For students who are identified for intervention, parents receive notification and concerns are discussed. Parents are also notified with either a progress report or a report card every five weeks regarding their student's assessment data.

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

Teachers analyze student achievement data on a regular basis from several different sources. Students participate in the STAR Reading and Math assessments at the beginning of the year and then at the mid-point and the end of each marking period. Common assessments in the core content areas are given at the end of each marking period. The NWEA is administered three times per year. Master of grade level content expectations by students are examined using these different assessments and reteaching is implemented as necessary. Teachers have individual access to all student achievement data for their assigned students. Professional Learning Community meetings are twice a month to facilitate discussions for the purpose of data analysis to improve academic achievement within grade levels and across content areas.

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.

Students are assessed both formatively and summatively with multiple measures on a regular basis to identify those who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. STAR Reading and Math assessments are administered approximately every five weeks for all grade levels as a principal vehicle to identify students who are not mastering standards. Students scoring in the urgent or intervention category in reading are identified for more individual testing to determine weaknesses in sight words, fluency, decoding and comprehension. Classroom formative assessments are given more frequently to monitor the progress of students and identify those who need extra help with mastering the standards. Teacher input based on the classroom assessments is also taken into consideration when making decisions about student identification. NWEA is administered three times a year to monitor progress and growth and examine along with the previously stated assessments.

English Language Arts

Reading and Math

Kindergarten

STAR Early Literacy and weekly formative assessments are given. Students who score in the urgent or intervention category or are not mastering weekly assessments are identified for interventions.

English Language Arts

Reading

Grades 1-4

The STAR Reading assessment and Accelerated Reader Student Record report are used to identify students for intervention. Students who score in the urgent or intervention category or who are not meeting weekly goals in Accelerated Reader are identified for interventions.

English Language Arts

Writing

Grades K-4

Classroom formative and summative assessments are evaluated to identify students struggling with writing skills.

Math

Grades 1-4

The STAR Math assessment is used to identify students for intervention. Students who score in the urgent or intervention category are identified for interventions. Students who are not mastering standards on formative assessments are identified for interventions.

Science

Grades K-4

Classroom formative and summative assessments are evaluated to identify students struggling with specific concepts within each unit.

Social Studies

Grades K-4

Classroom formative and summative assessments are evaluated to identify students struggling with specific concepts within each unit.

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?

Kindergarten

Reading, Writing, Math, Social Studies and Science

Students who are experiencing difficulty in reading, math, science and social studies receive additional small group support in the classroom where instruction is differentiated to meet specific needs. Each kindergarten classroom is assigned a Title I paraprofessional who works with identified students to provide additional support daily individually or in small groups. Group size and the amount of instructional time is varied according to student needs. In addition, a Title I Academic Interventionist and a Title I Tutor are assigned to work exclusively with the Kindergarten students who are struggling. Students also receive additional support during after-school tutoring from classroom teachers and Title I staff.

English Language Arts

Reading

Grades 1-4

Students who are experiencing difficulty in reading receive additional small group support in the classroom where instruction is differentiated to meet specific needs. Classroom teachers conference with students throughout the week during reading workshop on an individual basis to provide additional assistance. Additional support is provided by a Title I Academic Interventionist, a Title I paraprofessional, and three full-time Title I Tutors. Students who have been identified for this additional support attend daily in small groups of no more than three students. Students also receive additional support during after-school tutoring from classroom teachers and Title I staff.

Writing

Grades 1-4

Students who are experiencing difficulty in reading receive additional small group support in the classroom where instruction is differentiated to meet specific needs. Classroom teachers conference with students throughout the week during writing workshop on an individual basis to provide additional assistance.

Math

Grades 1-4

Students who are experiencing difficulty in math receive additional small group support in the classroom where instruction is differentiated to meet specific needs. Classroom teachers conference with students throughout the week during math workshop on an individual basis to provide additional assistance. Additional support is provided by a Title I Academic Interventionist, a Title I paraprofessional, and three full-time Title I Tutors. Students who have been identified for this additional support attend daily in small groups of no more than three students. Students also receive additional support during after-school tutoring from classroom teachers and Title I staff.

Science

Grades 1-4

Students who are experiencing difficulty in science receive additional individual or small group support in the classroom where instruction is

differentiated to meet specific needs.

Social Studies

Grades 1-4

Students who are experiencing difficulty in social studies receive additional individual or small group support in the classroom where instruction is differentiated to meet specific needs.

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

Reading

Students participate in reading workshop where student choose books that match their reading level and interests. Students' zone of proximal development zone is determined with the STAR reading assessment. Students are challenged with reading both literature and informational text on a weekly basis. Guided reading groups and/or literature circles are formed to differentiate content according to skills and interests. Reading conferences are individualized and provide the opportunity to differentiate instruction according to student need. Centers are also used to provide varied activities to differentiate the content, process, and product for the same standard. SuccessMaker, Reading Eggs, StarFall, and Tumblebooks are computer assisted instruction programs for reading that provide individualized differentiated instruction.

Writing

Students participate in writing workshop where students write according to their interests. Student writing is discussed in individual writing conferences and provide the opportunity to differentiate instruction according to student need. Centers are also used to provide varied activities to differentiate the content, process, and product for the same standard.

Math

Math instruction is differentiated through allowing students to differentiate difficulty (content) and using varied processes in how they solve problems. Students are taught and encouraged to use multiple models and strategies, including manipulatives, to show their understanding of mathematical concepts. Teachers present and students practice concepts using video and computer assisted instruction through programs such as Discovery Education, StarFall, BrainPop, My Math ConnectEd, Math Facts in a Flash, SuccessMaker, Study Island, and other websites. Teachers also work with small groups to further differentiate instruction according to student need.

Science

Science instruction is differentiated through the use of hands-on experiments and leveled reading books from the informational text selections in the library and Science A-Z. Teachers present and students practice concepts using video and computer assisted instruction through programs such as Discovery Education, BrainPop, Pearson Interactive, Study Island and other websites. Teachers also work with small groups to further differentiate instruction according to student need.

Social Studies

Science instruction is differentiated through the use of video and computer assisted instruction through programs such as Discovery Education, Study Island and other websites. Teachers also work with small groups to further differentiate instruction according to student need.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Programs include: General Funds, Title I, Title II, Title IV, 31A

Funds from these programs are used to fund the materials, programs, and activities that are included in the School Improvement goals and objectives.

RESOURCE: General Funds, Title I, Part A

TYPE OF SUPPORT:

Full Day Kindergarten

Kindergarten Paraprofessionals

COMPONENT SUPPORTED:

All General Education Kindergarten Students

At-risk Students/Reading & Math

At-risk Students not identified for Special Education

DESCRIPTION OF SUPPORT PROVIDED: Classroom Support

RESOURCE: Title I, Part A

TYPE OF SUPPORT: Academic Intervention Teachers, Tutors

COMPONENT SUPPORTED:

At-risk students/Reading and Math

At-risk students not identified for Special Education

DESCRIPTION OF SUPPORT PROVIDED: Classroom Support

RESOURCE: Title I, Part A

TYPE OF SUPPORT: Academic Incentives

COMPONENT SUPPORTED: All Students

RESOURCE: Title I, Part A

TYPE OF SUPPORT: School Social Worker

COMPONENT SUPPORTED: All Students

DESCRIPTION OF SUPPORT PROVIDED: Small group Support/Conflict Resolution Training/Positive Behavior Interventions and Support

RESOURCE: Title I, Part A

TYPE OF SUPPORT: NWEA and STAR Academic Assessments

COMPONENT SUPPORTED: All Students

DESCRIPTION OF SUPPORT PROVIDED: Classroom Support

RESOURCE: Title I, Part A

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TYPE OF SUPPORT: Parent Involvement Facilitator, Parent Involvement Supplies

COMPONENT SUPPORTED: All Students

DESCRIPTION OF SUPPORT PROVIDED: Parent Engagement and Academic Support

RESOURCE: Section 31a At Risk

TYPE OF SUPPORT

Student Behavior Interventionist

Building Security

COMPONENT SUPPORTED:

All Students

Safety/Security

Discipline Support

DESCRIPTION OF SUPPORT PROVIDED:

Group Support

Principal, Staff, Student, and Parent Support

RESOURCE: Title I, Part A

TYPE OF SUPPORT: Supplemental Materials: Reading, Writing, Math, Science, Technology

COMPONENT SUPPORTED:

All Students

At-Risk Students: Reading, Math, Writing, Science, Not Identified for Special Ed.

DESCRIPTION OF SUPPORT PROVIDED: Classroom Support

RESOURCE: Title II, Part A

TYPE OF SUPPORT: Professional Development

COMPONENT SUPPORTED:

All Students

At-Risk Students: Reading, Math, Writing, Science, Not Identified for Special Ed.

DESCRIPTION OF SUPPORT PROVIDED: Teacher and Student Support

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: General Funds, Title IA

Funding for tools to collect student achievement, program and process, perception and demographic data and time to review and analyze data with stakeholders including parents.

2. Schoolwide Reform Strategies: General Funds, Title IA, 31A

Funding for implementation of schoolwide reform strategies including personnel, professional development, resources and materials.

3. Highly Qualified Staff: Title 1A, General Funds, Title 2a

Funding for highly qualified staff including general education teachers and Title I staff.

4. Attract and Retain Highly Qualified Staff: Title 1A, General Funds, Title 2A

Funding for highly qualified staff including general education teachers and Title I staff.

5. Professional Development: Title IIA

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Funding for professional development regarding school-wide reform strategies.

6. Parental Involvement: Title IA

Funding for Parent Facilitator and activities to support parental involvement including professional development for teachers and parents, Annual Title I meeting and curriculum fun nights.

7. Pre-school Transition: Title IA, Head Start Program

Funding for kindergarten backpacks and other transition strategies.

8. Assessment Decisions: General Funds, Title 1A

Funding for tools to collect data for student achievement and time to create assessments.

9. Timely & Additional Assistance: Title IA, 31A At-Risk

Funding for Title I staff and Student Behavior Intervention staff and program, academic intervention programs including Academic Interventionsists, Title I Paraprofessionals and Title I Tutors, materials and instructional resources including technology and computer aided instruction.

10. Coordination and Integration of Federal, State & Local Resources: Title IA, 31A, Title II, General Funds

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.

Dailey Elementary participates in a nutrition program which offers a school-wide free breakfast and lunch program.

Dailey participates in the Positive Behavior Intervention Support program to address violence and bullying prevention.

The Genesee Intermediate School District coordinates the Head Start program that is housed at Dailey.

Evaluation:

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

The schoolwide program is evaluated in January and May by the entire staff regarding implementation progress and need for revision at staff meetings. Staff members rate the implementation of the schoolwide program implementation high, medium, or low and make recommendations for revisions or suggestions to proceed with implementation. Parents also evaluate the program in May and make recommendations for revisions or suggestions to proceed with implementation.

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.

The school staff analyzes data from the state assessment as well as local common assessments, NWEA, and STAR assessments after each testing session to evaluate the results achieved by the schoolwide program. Data is analyzed in grade level groups and content area groups and then presented at whole staff meetings to determine the effectiveness of the schoolwide program.

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

The school staff analyzes data from the state assessment as well as local common assessment, NWEA, and STAR assessments after each testing session to evaluate the results achieved by the schoolwide program. Data is analyzed in grade level groups and content area groups an then presented at whole staff meetings to determine the effectiveness of the schoolwide program for 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?

Based on the results of the evaluation and further research, the school improvement team revises the plan according to degree of implementation, student achievement growth as reported by state assessments, NWEA and STAR assessments. Meetings are held in May to revise the plan as necessary. Amount of funding is also considered when revising the plan.

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	All students at Dailey Elementary School will become proficient in reading.	Objectives: 1 Strategies: 6 Activities: 17	Academic	\$915618
2	All students at Dailey Elementary School will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$113254
3	All students at Dailey Elementary School will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$8000
4	All students at Dailey Elementary School will make appropriate behavioral choices.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2500
5	All students at Dailey Elementary School will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2400
6	All students at Dailey Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$6000

Goal 1: All students at Dailey Elementary School will become proficient in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/10/2022 as measured by the state and common assessments; each will be and monitored annually for growth and progress..

Strategy 1:

Extended Learning Opportunities - The school staff will provide supplemental extended learning opportunities to include Young 5s program (BUC Start Program), all-day kindergarten, extended day tutoring, Summer School, Intersession, field trips, and technology opportunities to provide extra time for students in order to receive supplemental academic instruction.

Category: Other - Extended Learning Opportunities

Research Cited: Fielding, L., Kerr, N., & Rosier, P. (2007) Annual Growth for All Students, Catch-up Growth for Those Who are Behind. Kennewick, WA: The New Foundation Press

Allington, R. (2012) What Really Matters for Struggling Readers: Designing Research-Based Programs

Impact of California's Transitional Kindergarten Program, 2013-14

Manship, Karen; Quick, Heather; Holod, Aleksandra; Mills, Nicholas; Ogut, Burhan; Chernoff, Jodi Jacobson; Blum, Jarah; Hauser, Alison; Anthony, Jennifer; González, Raquel – American Institutes for Research, 2015

The Impact of Transitional Kindergarten on Kindergarten Readiness. A Report from the Study of California's Transitional Kindergarten Program: Executive Summary
American Institutes for Research, 2015

Transitional Kindergarten: An Opportunity to Explore the Intersection between Early Childhood and Kindergarten Practice

Maniates, Helen – Early Child Development and Care, 2016

Tier: Tier 1

Activity - Recruit Highly Qualified Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Recruit Highly Qualified Kindergarten teachers for Young 5s program. Recruit Highly Qualified Kindergarten teachers for full day kindergarten. Recruit Highly Qualified teachers for extended day tutoring and summer school programs. Recruit Highly Qualified teachers for Intersessions.	Recruitment and Retention		Getting Ready	07/01/2018	06/30/2020	\$317619	Title I Part A	District and Building Administration
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Activity - Resources for Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide resources for extended learning opportunities in reading. These resources will include licensing for a web-based supplemental instructional program, Renaissance Learning, a web-based reading assessment program, and other web-based supplemental academic supports such as NWEA, IXL, Reading Eggs, Edhelper, Brain Pop, Learning A to Z, Enchanted Learning, TumbleBooks, and More Starfall and other computer programs. Other resources include trade books, paper, pencils, binders, folders, listening center equipment, storage for trade books, computers, copier rental to reproduce resources, food, substitute teachers, security, technology support items, presenters, summer backpacks, field trips, and transportation.	Supplemental Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$93525	Title I Part A	Building Administrator and school leadership team.

Activity - Monitor & Evaluate Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Learning Opportunities will be monitored using Renaissance Learning STAR assessment, NWEA assessment, and district common summative assessments.	Other	Tier 1	Monitor	07/01/2018	07/01/2020	\$5500	Title I Part A	Building Administrator, Classroom Teachers, MTSS Interventionist

Activity - Professional Development for Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in available programs in order to provide technology-based supplemental reading instruction. This will include sessions at the GISD, the MACUL conference, and other professional development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2018	08/01/2020	\$1360	Title II Part A	Building Administrator, Technology Points of Contact, MTSS Interventionist

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Strategy 2:

Student Academic Instructional Support - The building will provide supplemental student academic support for students with the following additional personnel: Social Worker, Parent Facilitator, MTSS Interventionist, Paraprofessionals & Tutors, Young 5s Program, and Class-Size Reduction. The strategy will be monitored using STAR, NWEA, and common summative assessments.

Category: Learning Support Systems

Research Cited: Sagor, R. & Cox, J. (2004) At Risk Students: Reaching and Teaching Them, 2nd Edition. Eye on Education Publishers, Larchmont, NY.

Tier: Tier 1

Activity - Recruit Highly Qualified Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruit Highly Qualified Social Worker, Parent Facilitator, MTSS Interventionist, Paraprofessionals & Tutors, Young 5s Program, First Grade Class-size Reduction Teacher, and Second Grade Class-size Reduction Teacher. Recruit Highly Qualified teachers for after-school tutoring and summer school programs. Recruit Highly Qualified teachers for Intercessions.	Recruitment and Retention		Implement	07/01/2018	07/01/2020	\$335568	Title I Part A	District and Building Administrators
Activity - Resources for Student Academic Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide resources to support the MTSS Interventionist. Resources to include parent involvement supplies, incentives, food for weekly meetings and family fun nights, supplies for family fun nights, training and field trip for parents, items for meeting area; office supplies, leveled readers and teacher resources for intervention.	Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$45000	Title I Part A	Building Administrator, MTSS Interventionist, and Parent Facilitator.
Activity - Monitor & Evaluate Student Academic Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will monitor and evaluate MTSS Model using NWEA, STAR, common summative assessments, and stakeholder surveys and evaluations.	Technology, Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	07/01/2018	07/01/2020	\$5500	Title I Part A	Building Administrator, MTSS Interventionist, School Leadership Team

Strategy 3:

Reading Workshop/Daily 5 - Teachers will implement a daily Reading Workshop/Daily 5 structure to include independent reading time and guided reading. Materials

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and resources include license for NWEA, Renaissance Learning Accelerated Reader, leveled trade books, folders, paper, pencils and listening centers.

The strategy will be monitored by the building administrator and the building leadership team conducting walk throughs focused on the implementation of the strategy. The strategy can also be monitored using the Renaissance Learning and NWEA reports. Teachers/MTSS Interventionist will need to become proficient in the use of Accelerated Reader reports to monitor independent reading practice and the use of the NWEA Learning Continuum.

Category: English/Language Arts

Research Cited: Boushey, G. & Moser, J. (2006). The daily 5 fostering literacy independence in the elementary grades. Stenhouse Publishers.

Allington, R. (2011). What really matters for struggling readers. Pearson Education.

Schmoker, M. (1999). Results: the key to continuous improvement. ASCD.

Tier: Tier 1

Activity - Professional Development for Reading Workshop/Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Reading Workshop/Daily 5 structure, MAISA units, UbD units Professional Development will include sessions at the GISD. the Michigan Reading Association conference, MI Excel Blueprint and other professional development opportunities.	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2020	\$45000	Title II Part A	Building Administrator, Building Leadership Team, Reading Teachers

Activity - Resources for Reading Workshop/Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase leveled trade books, mentor text, carpet, folders, book shelves, storage cabinets, misc. supplies, paper, pencils, listening center materials, alternative seating (bean bags, stools, ball chairs, desk chairs, carpet, balls, etc.) and guided reading materials in order to implement Reading Workshop/Daily 5.	Supplemental Materials	Tier 1	Implement	07/01/2018	07/01/2020	\$40000	Title I Part A	State and Federal Director, Building Administrator, School Leadership Team, Classroom Teachers

Activity - Monitor & Evaluate Reading Workshop/Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Dailey Elementary School

The Building Administrator and the Building leadership team will conduct classroom walk-throughs focusing on the implementation of Vision of High Quality Subject Specific Instruction. The administrator, the leadership team, MTSS Interventionist, and classroom teachers can also access and evaluate the individual student reports from Accelerated Reader to monitor reading practice. Dailey schedules and lesson plans will reflect the implementation of a daily 30 minute independent reading time.	Technology , Professional Learning, Curriculum Development, Walkthrough	Tier 1	Monitor	07/01/2018	07/01/2020	\$5500	Title I Part A	Building Administrator, Building leadership team, Classroom teachers, MTSS Interventionist.
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Strategy 4:

Student Goal Setting - Teachers will help students set goals for the amount of reading they will do each month as well as setting goals for scores on NWEA and STAR testing. This will include student and teacher input on what they need to do in order to achieve their goals.

Category: School Culture

Research Cited: Marzano, R., Pickering, D., et.al. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, (2001), ASCD.

Tier: Tier 1

Activity - Professional Development for Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in student goal setting during sessions at the GISD, the Michigan Reading Conference, MI Excel Blueprint, NWEA, Renaissance Learning STAR assessment, and other professional development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$10000	Title II Part A	Building Administrator, Building Leadership Team, MTSS Interventionist

Activity - Monitor & Evaluate Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The strategy will be monitored with classroom walk throughs conducted by the building administrator and the building leadership teams. Teachers will share artifacts and experiences with using this strategy during late start meetings. The strategy will be evaluated by the STAR reading assessments, student goal sheets, and NWEA assessments.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, Building Leadership Team, Reading Teachers, MTSS Interventionist

Activity - Purchase Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase incentives for students who achieve reading goals and March is Reading Month.	Materials	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$1500	Title I Part A	School ELA Team, Building Administrator, MTSS Interventionist
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Strategy 5:

Increase Non-fiction Reading - Teachers will implement Non-fiction reading units provided by MAISA. Teachers also will include more non-fiction reading during Daily 5 and Reading Workshop centers. A monthly goal will be set per grade level for the amount of non-fiction books that should be read per student. Teachers will attend Professional Development regarding the use of non-fiction reading offered after school, during intersessions, during Summer School, the Michigan Reading Association conference and workshops offered by the Genesee Intermediate School District. Resources needed include leveled non-fiction trade books. This strategy will be monitored with classroom walk throughs conducted by the building administrator and the building leadership team that focus on the use of non-fiction reading. The strategy will be evaluated using common assessments, STAR reading assessment, and NWEA reading assessment.

Category: Learning Support Systems

Research Cited: Goodwin, B. & Miller, K. (2013). Research says Nonfiction reading promotes student success. Educational Leadership. Vol. 70.

Tier: Tier 1

Activity - Non-Fiction Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Professional Development regarding the use of non-fiction reading during extended day, Intersessions, Summer School, the Michigan Reading Association Conference, and workshops offered at the Genesee ISD for English Language Arts.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$0	No Funding Required	Building Administrator, Building Leadership Team

Activity - Resources for Increase Non-fiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources needed include leveled non-fiction trade books, mentor text, misc supplies, book boxes, book shelves	Supplemental Materials	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$5546	Title I Part A	Building Administrator, Building Leadership Team, Classroom Teachers

Activity - Monitor & Evaluate Increase Non-fiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This strategy will be monitored with classroom walk throughs conducted by the building administrator and the building leadership team that focus on the use of non-fiction reading. Experiences and student artifacts will be shared at performance management meetings. The strategy will be evaluated using common assessments, STAR reading assessment, and NWEA reading assessment.	Technology, Professional Learning, Walkthrough	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$0	No Funding Required	Building Administrator, Building Leadership Team
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Strategy 6:

Assesment Literacy - Teachers will become proficient in assessment literacy in order to use assessment to improve teaching and learning. Teachers will learn how to create classroom assessments that effectively measure their teaching and students' learning. A team will attend the Formative Assessment for Michigan Educators training, Assessment literacy training at the Genesee Intermediate School District, and the Michigan School Testing Conference.

Category: English/Language Arts

Research Cited: Boudett, K., City, E., & Murnane, R., 2005. Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.

Tier: Tier 1

Activity - Assessment Literacy Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will attend the Formative Assessment for Michigan Educators training, assessment literacy training at the Genesee Intermediate School District, and the Michigan School Testing Conference. The team will share what they learn at late start Wednesday meetings and after-school professional development.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$4000	Title II Part A	Assessment Team, Building Administrator, MTSS Interventionist

Goal 2: All students at Dailey Elementary School will become proficient in math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in concepts in Mathematics by 06/22/2022 as measured by the state and common assessments; each will be and monitored annually for growth and progress..

Strategy 1:

Algebraic Thinking and Number Sense - Teachers will use algebraic thinking and number sense development strategies to help students become more proficient in mathematics. Teachers will attend Professional Development during staff meetings, late start Wednesday Professional Learning Community meetings and/or after-school professional development opportunities provided by the Building Mathematics Leadership Team. This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Mathematics Leadership Team. The strategy will be evaluated with state and common assessments, STAR math assessment, and NWEA math assessment. The math leadership team will attend professional development being provided by the GISD and also attend the MCTM math conference.

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Category: Mathematics

Research Cited: Zemelman, S., Daniels, H., Hyde, A. (2005). Best practice: today's standards for teaching and learning in america's schools. Heinemann.

Van de Walle, J., Karp, K., Bay-Williams, J. (2012). Elementary and Middle School Mathematics: Teaching Developmentally. Pearson.

Mokros, J., Russell, S.J., Economopoulos, K., (1995). Beyond arithmetic. Dale Seymour Publications.

Tier: Tier 1

Activity - Algebraic Thinking and Number Sense Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend Professional Development for Algebraic Thinking in Mathematics. The math leadership team will attend professional development provided by the GISD and the MCTM math conference.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$19580	Title II Part A	Building Administrator, School Leadership Team, Math Leadership Team
Activity - Monitor & Evaluate Algebraic Thinking and Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Mathematics Leadership Team. The strategy will be evaluated with state and common , STAR math, and NWEA math assessments.	Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1	Implement	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, School and Math Leadership Team
Activity - Purchase Materials for Algebraic Thinking and Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase consumable math resources and manipulatives for algebraic thinking and number sense.	Materials, Technology, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	06/30/2017	06/30/2018	\$13174	Title I Part A	Math teachers, Building Administrator

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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will participate in a book study relating to mathematics. Book study: Children's Mathematics by Carpenter, Fennema, Franke, Levi, and Empson	Materials, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$500	Title II Part A	Administration, building leadership team and Math teachers

Strategy 2:

Music Class - A music class taught by a HQ music teacher will be an elective course throughout the year.

Category: Elective Courses

Research Cited: Rauscher, Frances H.; And Others Music and Spatial Task Performance: A Causal

Relationship. 1994

Tier: Tier 1

Activity - Recruit/Retain Highly Qualified Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruit a highly qualified music teacher for music class.	Recruitment and Retention	Tier 1	Monitor	07/01/2017	06/30/2018	\$75000	Title I Part A	District and Building Administration

Activity - Materials & Supplies for Music Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials and supplies necessary for music class.	Materials, Technology, Supplemental Materials, Professional Learning, Curriculum Development, Recruitment and Retention, Community Engagement	Tier 1	Implement	07/01/2017	06/30/2018	\$5000	Title I Part A	Building Administrator and Music Teacher

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Activity - Monitor and Evaluate Music Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music class will be monitored and evaluated for increases in math scores using STAR math assessment, NWEA, and quarterly common assessment.	Technology, Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, School Improvement Team, Music Teacher

Goal 3: All students at Dailey Elementary School will become proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in concepts in Science by 06/10/2022 as measured by the state and common assessments; each will be and monitored annually for growth and progress..

Strategy 1:

Hands-On Science/STEAM Activities - Students will participate on a regular basis in hands-on science/STEAM activities. These activities will correlate with the science curriculum pacing guides. The effectiveness of these activities will be evaluated with district common assessments, NWEA, and the state science assessment.

Category: Career and Technical Education(CTE)

Research Cited: Zemelman, S., Daniels, H., Hyde, A. (2005). Best practice: today's standards for teaching and learning in america's schools.

Tier: Tier 1

Activity - Hands-On Science/STEAM Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of hands-on/STEAM activities for science. The science leadership team will attend the MSTA conference and other workshops offered by the Genesee Intermediate School District.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$3000	Title II Part A	Building Administrator, Science Leadership Team, STEAM Teacher

Activity - Monitor & Evaluate Implementation of Hands-on Science/STEM Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with common assessments, the NWEA science assessment, and the state science assessment	Technology, Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, School Leadership Team, STEAM Teacher
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Activity - Hands-On Science/STEAM Activity Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided in order to conduct hands-on science/STEAM activities.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$5000	Title I Part A	Building Administrator, Science leadership team, STEAM Teacher

Goal 4: All students at Dailey Elementary School will make appropriate behavioral choices.

Measurable Objective 1:

collaborate to decrease the number of behavior referrals by 06/30/2020 as measured by Synergy Discipline Reports and stakeholder surveys..

Strategy 1:

Positive Behavior Incentives and Supports - All staff will implement a Building-Wide Positive Behavior Incentive System and Culture Plan. The MTSS Interventionist and administration will work with teachers and students to support implementation of these techniques. Teachers will attend Professional Development during late start Wednesday Professional Learning Community meetings provided by trained staff. This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator. The strategy will be evaluated with stakeholder surveys and the Student Behavior Report. Discipline referral data will also be reviewed for program effectiveness.

Category: School Culture

Research Cited: Sagor, R. & Cox. J. (2004) At Risk Students: Reaching and Teaching Them. Eye on Education

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend Professional Development during late start Wednesday Professional Learning Community meetings provided by the MTSS Interventionist and trained staff	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, MTSS Interventionist, Trained Staff
Activity - Monitor & Evaluate Positive Behavior Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The strategy will be evaluated with stakeholder surveys and the Student Behavior Report.	Materials, Professional Learning, Direct Instruction, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, MTSS Interventionist, Stakeholders

Strategy 2:

Positive Behavioral Intervention Support Focus Room and Incentives - A PBIS Focus Room will be implemented to provide a Tier 2 intervention and an alternative to out-of-school suspensions. This room will be staffed by a highly-qualified individual. Incentives will be provided for students making progress on behavior goals. This strategy will be monitored with School Behavior Report and stakeholder surveys.

Category: School Culture

Research Cited: Michigan Department of Education: School-wide Positive Behavior Interventions and Supports Implementation Guide 2010. Retrieved from http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Tier: Tier 2

Activity - Positive Behavior Incentive System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic related incentives will be provided in order to reward students who are accomplishing behavior goals.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2500	Title I Part A	Building Administrator, MTSS Interventionist
Activity - Monitor & Evaluate Positive Behavior Incentive System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator, MTSS Interventionist, and the Building Leadership Team. The strategy will be evaluated with stakeholder surveys and the Student Behavior Report.</p>	<p>Materials, Technology, Professional Learning, Curriculum Development, Academic Support Program, Behavioral Support Program, Teacher Collaboration, Walkthrough</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Administrator, School Leadership Team, MTSS Interventionist</p>
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Goal 5: All students at Dailey Elementary School will become proficient in social studies.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of knowledge in Social Studies by 06/30/2020 as measured by the state and common assessments; each will be and monitored annually for growth and progress..

Strategy 1:

Six-Step Process for Building Academic Vocabulary - Teachers will implement the Six-Step Process for Building Academic Vocabulary to build vocabulary and increase proficiency in social studies knowledge. Teachers will attend Professional Development during late start Wednesday Professional Learning Community meetings provided by trained staff. This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with district common assessments.

Category: Learning Support Systems

Research Cited: Marzano, R.J. & Pickering, D.J. (2005) Building Academic Vocabulary: Teacher's Manual. ASCD.

Marzano, R.J. (2004) Building Background Knowledge for Academic Vocabulary. ASCD.

Tier: Tier 1

Activity - Six-Step Process for Building Academic Vocabulary Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend Professional Development for Six-Step Process for Building Academic Vocabulary during late start Wednesday Professional Learning Community meetings provided by trained staff. The Social Studies leadership team will attend the MCSS conference. Teachers will use ancillary resources such as Social Studies Weekly, Time, Channel 1, etc.	Supplemental Materials, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2400	Title I Part A	Building Staff, Staff trained in Six-Step Process for Building Academic Vocabulary
Activity - Monitor & Evaluate Six-Step Process for Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated using district common assessments and STAR reading.	Materials, Professional Learning, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, Staff trained in Six-Step Process for Building Academic Vocabulary

Goal 6: All students at Dailey Elementary School will become proficient writers.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/24/2022 as measured by the state and common assessments; each will be and monitored annually for growth and progress..

Strategy 1:

Writing Workshop - Teachers will implement a daily writing workshop to increase student proficiency in writing. Teachers will attend Professional Development during staff meetings and late start Wednesday meetings provided by trained staff. This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with monthly writing assessments.

Category: English/Language Arts

Research Cited: Calkins, L. (1994). The art of teaching writing. Heinemann

Tier: Tier 1

Activity - Writing Workshop Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue professional development for writing workshop during staff and late start Wednesday meetings, workshops offered at the Genesee Intermediate School District and attendance at the Michigan Council for Teachers of English conference.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$5000	Title II Part A	Trained staff, Building Administrator, MTSS Interventionist
Activity - Monitor & Evaluate Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with monthly writing assessments.	Supplemental Materials, Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1		07/01/2017	06/30/2018	\$0	No Funding Required	Building Administrator, School Leadership Team, MTSS Interventionist
Activity - Writing Workshop Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided in order to implement a daily writing workshop. Materials will include but are not limited to Mentor text, paper, pencils, binders, spiral notebooks, chart paper, sticky notes, highlighters, pens, toner, composition notebooks, dividers, and laminating film.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Title I Part A	Building Administrator, School Leadership Team, School Writing Team, MTSS Interventionist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Reading Workshop/Daily 5	Teachers will utilize Reading Workshop/Daily 5 structure, MAISA units, UBd units Professional Development will include sessions at the GISD, the Michigan Reading Association conference, MI Excel Blueprint and other professional development opportunities.	Professional Learning	Tier 1	Implement	07/01/2018	07/01/2020	\$45000	Building Administrator, Building Leadership Team, Reading Teachers
Hands-On Science/STEAM Professional Development	Teachers will be trained in the use of hands-on/STEAM activities for science. The science leadership team will attend the MSTTA conference and other workshops offered by the Genesee Intermediate School District.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$3000	Building Administrator, Science Leadership Team, STEAM Teacher
Assessment Literacy Professional Development	A team will attend the Formative Assessment for Michigan Educators training, assessment literacy training at the Genesee Intermediate School District, and the Michigan School Testing Conference. The team will share what they learn at late start Wednesday meetings and after-school professional development.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$4000	Assessment Team, Building Administrator, MTSS Interventionist
Professional Development for Technology	Teachers will be trained in available programs in order to provide technology-based supplemental reading instruction. This will include sessions at the GISD, the MACUL conference, and other professional development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2018	08/01/2020	\$1360	Building Administrator, Technology Points of Contact, MTSS Interventionist

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Algebraic Thinking and Number Sense Professional Development	Math teachers will attend Professional Development for Algebraic Thinking in Mathematics. The math leadership team will attend professional development provided by the GISD and the MCTM math conference.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$19580	Building Administrator, School Leadership Team, Math Leadership Team
Book Study	Teacher will participate in a book study relating to mathematics. Book study: Children's Mathematics by Carpenter, Fennema, Franke, Levi, and Empson	Materials, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$500	Administration, building leadership team and Math teachers
Professional Development for Student Goal Setting	Teachers will be trained in student goal setting during sessions at the GISD, the Michigan Reading Conference, MI Excel Blueprint, NWEA, Renaissance Learning STAR assessment, and other professional development opportunities.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$10000	Building Administrator, Building Leadership Team, MTSS Interventionist
Writing Workshop Professional Development	Teachers will continue professional development for writing workshop during staff and late start Wednesday meetings, workshops offered at the Genesee Intermediate School District and attendance at the Michigan Council for Teachers of English conference.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$5000	Trained staff, Building Administrator, MTSS Interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor & Evaluate Writing Workshop	This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with monthly writing assessments.	Supplemental Materials, Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1		07/01/2017	06/30/2018	\$0	Building Administrator, School Leadership Team, MTSS Interventionist

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Monitor & Evaluate Increase Non-fiction Reading	This strategy will be monitored with classroom walk throughs conducted by the building administrator and the building leadership team that focus on the use of non-fiction reading. Experiences and student artifacts will be shared at performance management meetings. The strategy will be evaluated using common assessments, STAR reading assessment, and NWEA reading assessment.	Technology , Professional Learning, Walkthrough	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$0	Building Administrator, Building Leadership Team
Monitor & Evaluate Algebraic Thinking and Number Sense	This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Mathematics Leadership Team. The strategy will be evaluated with state and common , STAR math, and NWEA math assessments.	Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1	Implement	07/01/2017	06/30/2018	\$0	Building Administrator, School and Math Leadership Team
Monitor & Evaluate Six-Step Process for Building Academic Vocabulary	This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated using district common assessments and STAR reading.	Materials, Professional Learning, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	Building Administrator, Staff trained in Six-Step Process for Building Academic Vocabulary
Professional Development	Teachers will attend Professional Development during late start Wednesday Professional Learning Community meetings provided by the MTSS Interventionist and trained staff	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$0	Building Administrator, MTSS Interventionist, Trained Staff
Monitor and Evaluate Music Class	Music class will be monitored and evaluated for increases in math scores using STAR math assessment, NWEA, and quarterly common assessment.	Technology , Professional Learning, Curriculum Development, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	Building Administrator, School Improvement Team, Music Teacher

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Monitor & Evaluate Student Goal Setting	The strategy will be monitored with classroom walk throughs conducted by the building administrator and the building leadership teams. Teachers will share artifacts and experiences with using this strategy during late start meetings. The strategy will be evaluated by the STAR reading assessments, student goal sheets, and NWEA assessments.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	Building Administrator, Building Leadership Team, Reading Teachers, MTSS Interventionist
Monitor & Evaluate Positive Behavior Incentive System	This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator, MTSS Interventionist, and the Building Leadership Team. The strategy will be evaluated with stakeholder surveys and the Student Behavior Report.	Materials, Technology, Professional Learning, Curriculum Development, Academic Support Program, Behavioral Support Program, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	Building Administrator, School Leadership Team, MTSS Interventionist
Non-Fiction Reading Professional Development	Teachers will attend Professional Development regarding the use of non-fiction reading during extended day, Intersessions, Summer School, the Michigan Reading Association Conference, and workshops offered at the Genesee ISD for English Language Arts.	Professional Learning	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$0	Building Administrator, Building Leadership Team
Monitor & Evaluate Positive Behavior Interventions and Supports	The strategy will be evaluated with stakeholder surveys and the Student Behavior Report.	Materials, Professional Learning, Direct Instruction, Teacher Collaboration, Walkthrough	Tier 1	Monitor	07/01/2017	06/30/2018	\$0	Building Administrator, MTSS Interventionist, Stakeholders

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Monitor & Evaluate Implementation of Hands-on Science/STEM Activities	This strategy will be monitored through a review of lesson plans and conducting classroom observations by the Building Administrator and the Building Leadership Team. The strategy will be evaluated with common assessments, the NWEA science assessment, and the state science assessment	Technology, Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	07/01/2017	06/30/2018	\$0	Building Administrator, School Leadership Team, STEAM Teacher
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Materials & Supplies for Music Class	Purchase materials and supplies necessary for music class.	Materials, Technology, Supplemental Materials, Professional Learning, Curriculum Development, Recruitment and Retention, Community Engagement	Tier 1	Implement	07/01/2017	06/30/2018	\$5000	Building Administrator and Music Teacher
Recruit Highly Qualified Personnel	Recruit Highly Qualified Social Worker, Parent Facilitator, MTSS Interventionist, Paraprofessionals & Tutors, Young 5s Program, First Grade Class-size Reduction Teacher, and Second Grade Class-size Reduction Teacher. Recruit Highly Qualified teachers for after-school tutoring and summer school programs. Recruit Highly Qualified teachers for Intercessions.	Recruitment and Retention		Implement	07/01/2018	07/01/2020	\$335568	District and Building Administrators
Purchase Incentives	Purchase incentives for students who achieve reading goals and March is Reading Month.	Materials	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$1500	School ELA Team, Building Administrator, MTSS Interventionist

School Improvement Plan

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Positive Behavior Incentive System	Academic related incentives will be provided in order to reward students who are accomplishing behavior goals.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2500	Building Administrator, MTSS Interventionist
Resources for Student Academic Instructional Support	The district will provide resources to support the MTSS Interventionist. Resources to include parent involvement supplies, incentives, food for weekly meetings and family fun nights, supplies for family fun nights, training and field trip for parents, items for meeting area; office supplies, leveled readers and teacher resources for intervention.	Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$45000	Building Administrator, MTSS Interventionist, and Parent Facilitator.
Hands-On Science/STEAM Activity Materials	Materials will be provided in order to conduct hands-on science/STEAM activities.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$5000	Building Administrator, Science leadership team, STEAM Teacher
Purchase Materials for Algebraic Thinking and Number Sense	Purchase consumable math resources and manipulatives for algebraic thinking and number sense.	Materials, Technology, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	06/30/2017	06/30/2018	\$13174	Math teachers, Building Administrator
Writing Workshop Materials	Materials will be provided in order to implement a daily writing workshop. Materials will include but are not limited to Mentor text, paper, pencils, binders, spiral notebooks, chart paper, sticky notes, highlighters, pens, toner, composition notebooks, dividers, and laminating film.	Supplemental Materials	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$1000	Building Administrator, School Leadership Team, School Writing Team, MTSS Interventionist
Resources for Increase Non-fiction Reading	Resources needed include leveled non-fiction trade books, mentor text, misc supplies, book boxes, book shelves	Supplemental Materials	Tier 1	Getting Ready	07/01/2018	07/01/2020	\$5546	Building Administrator, Building Leadership Team, Classroom Teachers

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Resources for Extended Learning Opportunities	The district will provide resources for extended learning opportunities in reading. These resources will include licensing for a web-based supplemental instructional program, Renaissance Learning, a web-based reading assessment program, and other web-based supplemental academic supports such as NWEA, IXL, Reading Eggs, Edhelper, Brain Pop, Learning A to Z, Enchanted Learning, TumbleBooks, and More Starfall and other computer programs. Other resources include trade books, paper, pencils, binders, folders, listening center equipment, storage for trade books, computers, copier rental to reproduce resources, food, substitute teachers, security, technology support items, presenters, summer backpacks, field trips, and transportation.	Supplemental Materials	Tier 1	Implement	07/01/2018	06/30/2020	\$93525	Building Administrator and school leadership team.
Monitor & Evaluate Extended Learning Opportunities	Extended Learning Opportunities will be monitored using Renaissance Learning STAR assessment, NWEA assessment, and district common summative assessments.	Other	Tier 1	Monitor	07/01/2018	07/01/2020	\$5500	Building Administrator, Classroom Teachers, MTSS Interventionist
Resources for Reading Workshop/Daily 5	Purchase leveled trade books, mentor text, carpet, folders, book shelves, storage cabinets, misc. supplies, paper, pencils, listening center materials, alternative seating (bean bags, stools, ball chairs, desk chairs, carpet, balls, etc.) and guided reading materials in order to implement Reading Workshop/Daily 5.	Supplemental Materials	Tier 1	Implement	07/01/2018	07/01/2020	\$40000	State and Federal Director, Building Administrator, School Leadership Team, Classroom Teachers
Monitor & Evaluate Reading Workshop/Daily 5	The Building Administrator and the Building leadership team will conduct classroom walk-throughs focusing on the implementation of Vision of High Quality Subject Specific Instruction. The administrator, the leadership team, MTSS Interventionist, and classroom teachers can also access and evaluate the individual student reports from Accelerated Reader to monitor reading practice. Dailey schedules and lesson plans will reflect the implementation of a daily 30 minute independent reading time.	Technology, Professional Learning, Curriculum Development, Walkthrough	Tier 1	Monitor	07/01/2018	07/01/2020	\$5500	Building Administrator, Building leadership team, Classroom teachers, MTSS Interventionist.
Recruit/Retain Highly Qualified Personnel	Recruit a highly qualified music teacher for music class.	Recruitment and Retention	Tier 1	Monitor	07/01/2017	06/30/2018	\$75000	District and Building Administration

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Monitor & Evaluate Student Academic Instructional Support	Stakeholders will monitor and evaluate MTSS Model using NWEA, STAR, common summative assessments, and stakeholder surveys and evaluations.	Technology, Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	07/01/2018	07/01/2020	\$5500	Building Administrator, MTSS Interventionist, School Leadership Team
Six-Step Process for Building Academic Vocabulary Professional Development	Teachers will attend Professional Development for Six-Step Process for Building Academic Vocabulary during late start Wednesday Professional Learning Community meetings provided by trained staff. The Social Studies leadership team will attend the MCSS conference. Teachers will use ancillary resources such as Social Studies Weekly, Time, Channel 1, etc.	Supplemental Materials, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$2400	Building Staff, Staff trained in Six-Step Process for Building Academic Vocabulary
Recruit Highly Qualified Personnel	Recruit Highly Qualified Kindergarten teachers for Young 5s program. Recruit Highly Qualified Kindergarten teachers for full day kindergarten. Recruit Highly Qualified teachers for extended day tutoring and summer school programs. Recruit Highly Qualified teachers for Intersessions.	Recruitment and Retention		Getting Ready	07/01/2018	06/30/2020	\$317619	District and Building Administration