



School Improvement Plan

Alice M. Birney K-8 School

Southfield Public School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Birney K-8 School services residents of the Southfield & Lathrup Village communities. The Southfield/Lathrup Village community is home to more than 75,000 residents, residing in a wide variety of housing options from single family homes and condominiums, to town homes and apartments. Southfield is an international city bustling with people from a rich array of cultural, racial, ethnic, and religious backgrounds, including large Armenian, African-American, Jewish, Chaldean and Russian populations. Over the last 3 years, the City of Southfield has experienced a gradual decline in population. The loss of residents has directly affected district enrollment and staffing. The decline in city and district population can be attributed to current economic times.

Fiscal challenges and state/federal cuts have been extremely hard on the City of Southfield and the Southfield Public School District. Financial struggles have resulted in various cuts to city services and school district programs. Southfield Public Schools has made approximately 10 million dollars in cuts over the last 5 years, without adversely affecting school programming. We currently have the responsibility of trimming approximately another 5 million this school year.

Birney K-8 opened its doors in September 2010 as a result of merging Leonhard Elementary School and Birney Middle School. For the past 4 years Birney has maintained an enrollment status of approximately 700 students, in which 97% are African American. Our free & reduced food program status has steadily increased over the last few years, and this year approximately 62.2 % of our students qualify.

Birney has previously been identified as a "Targeted Title One school." In the spring of 2012, we applied and were granted full Title One status for the 2012/2013 school year. The full Title One status allows us the ability to provide services, programs, and resources for our entire K-8 population. We have increased technology in the classrooms, extended curricular resources, extra parental support, and extended school day opportunities with our Title One funds.

In 2012 - 2013 Birney K-8 School scored a "YELLOW - attain at least 60% but less than 70% of possible points". We are pleased to have reached this important target, and will continuously strive to reach educational excellence for all Birney K-8 students. We appreciate the continued support of parents, staff and our community in this effort to meet our goals. We are waiting on our 2013 - 2014 Birney K-8 School score to come from the State of Michigan Department of Education.

Even with out district budget cuts we have met the challenge of implementing new programs and establishing consistent curricular procedures. Historically, teacher turnover rates have not been a concern, but Birney K-8 had four new staff members due to retirement in June of 2013. Birney K-8 staff has remained consistent over the past three years. Of the 41 teaching staff, 37 have tenure status and 4 have probationary status.

There are a number of other factors that we feel have had an adverse effect on district enrollment. We have lost students to various charter schools, private schools, and other Oakland County school districts that offer school of choice. Southfield is home to approximately 50% of the charter schools in Oakland County. There are also several private school options located in or near the City of Southfield. Various neighboring districts also have open enrollment to non-district students residing within county lines. Thus, anyone living in Oakland County is eligible to attend those schools. As a result of the numerous options available to students living in Southfield, we have approximately 700 or

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more students enrolled in other schools.

School's Purpose

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

Vision Statement

Birney K-8 School is committed to providing Excellence in Education for all students. The school will design programs and learning experiences that promote academic achievement and the personal and social growth of every student. As a richly diverse community of learners that value all its members, Birney K-8 School will assume a central role in the community by linking parents, local agencies and businesses to the school. Birney K-8 School will provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems and are technologically literate through a variety of curricular and extra-curricular activities. Through a challenging course of study with high standards, students will become responsible learners who can work collaboratively, and be accountable for their own academic and developmental progress. Birney K-8 students will become lifelong learners who will be educated to make valuable contributions to society. Through the collaboration of school, home and community, every Birney K-8 student will be well prepared for the demands of the 21st century.

Mission Statement

Birney K-8 School is a caring community school with highly qualified, dedicated professionals educating young people in a diverse setting for self-development, learning and success. Each student will be a life-long learner and a responsible citizen in a global community.

Beliefs Statement

At Birney we believe that positive interaction with students and modeling of appropriate behavior, helps young people develop a positive self image and a love for learning. We work to teach our students to set high expectations for themselves to become the best they can be. We value many things and understand the importance of focusing on our beliefs and values as we help our students grow into positive members of society.

We Believe and Value:

- every person has worth and dignity.
- continuous improvement is essential in all we do.
- trust is essential for human relationships to prosper.
- collaboration and communication are essential to the success of an organization.
- continuous exploration and pursuit of knowledge and understanding.
- high expectations yield high results.
- innovation and creativity.
- a democratic way of life demands an educated populace.
- all human beings want to achieve.
- students are the focus of everything we do.
- diversity is a strength that enriches learning.
- people learn in a variety of ways.
- equal access to a quality and challenging curriculum is the right of all students.
- learning is a lifelong process.
- active family involvement is important to student success.

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- global change demands local response.
- community involvement is important to promote desirable schools.
- a quality education requires a safe, secure and supportive environment.

At Birney K-8 we embody the vision, mission and belief statements in multiple areas. In an effort to transform the culture and establish the school's purpose, we realized that our staff needed more time during the school day to engage in meaningful discussions about student behavior and achievement. Teachers need time to discuss best practices, share strategies and techniques, and analyze data. Since the beginning of 2011-2012, time has been built into the master schedule for professional learning communities. In grades K-8, teachers utilize this time to communicate across curricular and within content areas focusing on managing and monitoring learning, ways to drive instruction, and ways to evaluate student learning. Incorporated into each common planning and department meeting is the mindset that our beliefs and actions will increase student learning. Our focus is to create a culture in which we manage learning and behavior. Special Education, elective teachers and support staff are also involved in these meetings. The yearly meeting schedule also builds in time for administrator and counselor attendance. This allows all school stakeholders to be directly involved in the process to review, revise and communicate the school's purpose in relation to teaching and learning. We value a whole school approach by sharing and having input into strategies to support all students.

The leadership team frequently stresses communication, teamwork, and accountability. This team is driven by the motto "Teamwork Makes the Dream Work." Educational leaders want to close the achievement gap; thus at Birney K-8 we focus first and foremost on developing a collaborative work ethic. Southfield Public Schools makes professional development a top priority by allocating an hour, after-school, one Monday each month to building-based mandatory professional development. At Birney K-8 we use this time to expose staff to professional development focused on best practice empowering our staff with the confidence necessary to effectively carry out duties and responsibilities we have been entrusted with. Taking professional development a step further, we implemented "Teamwork Tuesdays." On these days staff provides additional in-house support for training during assigned preparation periods. The topics vary depending on staff recommendations and need.

At Birney K-8 we are committed to designing programs and learning experiences that promote academic achievement for all students. As a result we have implemented programs/opportunities to address the needs of those students functioning at the above grade level to those students struggling to reach their highest potential.

Birney K-8 has two advanced programs that are in direct relation to our vision, mission, and belief statements. University Middle School Academy (UMSA), a school within a school, provides a positive environment that continues to develop pride, respect, academic success, community service experiences and a desire for greatness in the lifelong learning process. Through this academy our students possess a strong work ethic that will help them recognize and achieve excellence. The UMSA staff engages students in a rigorous academic program which empowers students to take responsibility for their learning by becoming confident and creative problem solvers.

The Advanced Placement (AP Prep) program connects student to rigorous academic experiences in core content areas. By participating in AP Prep in elementary and middle school, students develop the academic skills and discipline necessary to prepare for the rigor of Advanced Placement in high school.

UMSA and AP Prep include:

Increase rigor in core content areas

Celebrate all areas of giftedness

Offer options for high-ability students

Develop a pipeline for students to move into more rigorous coursework at the middle and high school level.

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Counselors and administrators formally meet every 5 weeks to review the progress of the entire student body based on grades and citizenship marks. We identify those students who are low performers and set up mandatory student and parents meetings outlining strategies for success. As a result of these meetings we saw the retention rate drop in 2013 - 2014 with a goal to continue to decrease retention

yearly. Seventh grade middle school students that received failing grades and are being retained, will be enrolled in the district-wide ASPIRE Program at the alternative placement school. Per the master schedule, students who received final grades in core academic classes below a C will be placed in support classes in Math and ELA or Academic Enrichment Classes in the Core Content areas. Another major component of the plan is increasing intervention services through Title 1 funding. These services include school day pull-out and push-in programs and after-school tutoring in reading and math.

We strive to give all students a rich elective experience. Middle school students have access to the following elective courses: Art, PE, Music, Spanish, Technology, Mandarin Chinese, Choir, Band, Orchestra, Life Skills, Health, and Communications. Elementary students experience Music, Band, Orchestra, Art, Gym, Library, and Social Skills. Elective and Core subject teachers work closely to design cross curricular lessons and track student achievement.

Surveys completed by parents, students and staff have provided valuable information that has resulted in establishing two stakeholder groups. The Birney Parent Network Team of parents receive communication via email, and monthly parent meetings that embody Birney K-8's mission and vision, provide information about the School Improvement Plan, and Birney's direction and goals. The Birney Student Network Team consist of 4th - 8th graders who meet regularly with administration engaging in meaningful conversations about ways to enhance the overall culture of the school.

Student grade level meetings are held once a month with each individual grade in a town hall meeting format. The purpose of these meetings is to disseminate school information pertinent to each grade level, review behavior and academic expectations and recognize individual student successes.

After each report card marking, Birney K-8 hosts an Honors Assembly for students who have received recognition for grades, citizenship, attendance and improved effort. Parents, guardians and other family members are invited to attend these morning celebration services.

At Birney K-8 we open the doors every morning entering to learn and leaving to succeed. This is a place where failure is NOT an option. Everyone is expected to give 100% effort 100% of the time. During the 2013-14 school year we were reminded of this pledge every morning during daily announcements.

Notable Achievements and Areas of Improvement

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

In the past four years Birney K-8 staff, students and parents have worked hard to achieve the following:

- In 2011-2012 staff and parents created a School Improvement Plan that was approved by the state for full Title 1 status for the 2012-2013 school year. Previously Birney K-8 was a targeted Title 1 school. The full Title 1 status allows for increased technology in classrooms, support opportunities, parental support and extended school day opportunities.
- The growth of the University Middle School Honors Program. Our Mission Statement: The University Middle School Academy, partners with students, families and staff to create a community of dedicated lifelong learners. Students in the UMSA are nurtured to develop self-discipline, self-confidence, and to discover their true potential as they prepare for a global society outside our school doors. Teachers selected to teach in this program set high expectations for themselves in the development of their curriculum as they push student to excel to their highest potential. Students are selected per their GPA, application and entrance exam results. Students must maintain the required GPA and citizenship marks to remain in the program. Their core classes are in one wing of the building otherwise they have full access to the offerings at Birney K-8.
- The progression of the District's AP (Advanced Placement) Prep program. At Birney K-8 we believe that willing and academically prepared students deserve the opportunity to succeed in rigorous experiences and the advantages they provide. Students are selected based on an application process and must continue to meet the program expectations to remain in the program. These students are in regular general education classes, but in all classes (academic and elective) expected to be push "above and beyond" the curriculum expectations of the general population.
- An award winning Middle School Band. Under the direction of Mr. Randy Scott, students have won many awards. The jazz band ensemble is requested to play at many district and community events.
- The creation of an elementary orchestra and band. During the 2011-2012 and 2012-2013 school year under the leadership of Mr. Jason Rose and Mrs. Karen Knoll, the elementary students displayed their musical talents during outstanding performances at the 2012 and 2013 Winter Concerts. Currently, under the leadership of the Mr. Jason Watson the program continues to flourish.
- For the 2011-12, 2012-13 school years the Birney PTSA won an award for the largest membership in the District. We continue to strive for 100% staff membership.
- K-8 collaboration in grade level and common planning meetings to ensure the success of students.
- The entire Birney K-8 staff is focused on the achievement of all students.
- Administrators, teachers and support staff maintain a continual open line of communication with parents of all students through multiple web-based academic resources, face-to-face meetings, phone class, emails, Remind 101 text messaging, and use of student planners.
- The Birney K-8 staff has been trained intensively in various data driven instructional strategies.
- Birney K-8 has an established Data Team to guide building initiatives.
- Implementation of the 2012-2013 Referral with a Smile Program. Under the leadership of Mr. Richard Popp, students are recognized for displaying positive behaviors. Data reflects that students in grade 6th -8th have earned more positive referrals than negative referrals per grade level.
- Implementation of the 2012-2013 Character Education program. Under the leadership of Ms. Stephanie Georges, students earn recognition for exemplifying chosen character traits for the month.
- Opportunities for additional extra-curricular activities: chess club, art club, elementary basketball drills, male and female mentoring programs, yearbook, cheerleading and sports.

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- Educational partnerships with Michigan First Credit Union, Lear Corporation, Providence Hospital, University of Michigan and National Society of Black Engineers (NSBE).
- Community service projects with Goodfellows, Local Nursing Home Visitations, Pennies for Patients, Toys for Tots, Gleaners Food Bank, Oakland County Homeless Shelter.
- 8th Grade year-end educational trips: Washington DC and New York.
- Birney K-8 School has a school wide mentoring program. In which every student has a staff member as their mentor.
- Creation of the We Speak Program under the leadership of Mrs. Vicki Collins, students develop public speaking skills. In 2014, a student was honored the opportunity to report the weather on local television station WDIV.
- 100% of classrooms have Smart Boards and Document Cameras.
- Under the leadership of Ms. Christina Cardinal, in 2011-2012 Birney K-8 School earned the honor of becoming a Michigan Green School and currently rank at the highest status of the Evergreen level.

Areas of Improvement in the last three years:

- Increased technology of Smart Boards, document cameras, Laptop and I-pad carts and Kindle Nooks.
- Creation of Data Room
- In 2012-2013 Birney K-8 received AdvancED/North Central Association of Colleges and Schools
- Building a K-8 learning community
- Developing a whole school approach to decision making
- Established parent and student network teams
- Establishing a mission and vision
- 100% staff PTSA memberships
- Development of KUD lesson plans
- Teacher training in best practices
- Parent/student math and reading instructional nights that teach parents concepts their child is learning in these areas
- A school-wide goal that all staff will input data into Pearson Inform and analyze results of district and state assessments to drive discussion during all meetings about continuous improvement for improving conditions that support teaching and learning.

Areas of Improvement for the next three years:

- Increase/improve communication with stakeholders regarding school's improvement plan, mission statement and vision. It is our goal to increase parent participation at our monthly Parent Network Meetings where information is provided on the school's mission, vision and direction.
- Use Title 1 funds to install technology in more classrooms, purchase additional technology for student use K-8, and increase number of extended school day learning opportunities.
- More training for parents about the academic curriculum/expectation of all programs: Special Education, general education, AP Prep, and University Middle School Academy.
- Increase parent use of the Parent Connect program. Parent Connect is a 24 hour web-based informational program of students' grades, attendance, assignments, and lunch accounts.
- Establish a highly functional data driven environment.
- Increase in parental involvement on the PTSA, Birney Parent Network Team, and all volunteer opportunities.
- Maintaining safety, cleanliness and a healthy environment. Birney K-8 has a Crisis Plan; however, we will continue to perform drills and educate students more about safety and the importance of keeping a clean environment.
- Through the implementation of the Positive Behavior Intervention Support program activities and Healthy Peer Relationship courses and other resources, continue to reduce the number of negative behavior incidents.

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-Increase in partnerships and community service projects

Additional Information

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

Birney K-8 strives to be a caring community school with qualified, dedicated professionals. We cultivate a collaborative environment, garnering input from all stakeholders. In an effort to transform the culture and sustain the school mission and vision, we realize that we need to offer programs and learning experiences that promote academic achievement as well as personal and social growth. We strive to challenge students with rigorous course work and engage them in an assortment of clubs, activities, and experiences.

AP PREP Program (Advanced Placement)

The Advanced Placement (AP) program is an application program which exposes students to increased rigor in the core content areas. By participating in the K-8 AP program, students will develop the academic skills and discipline necessary to prepare for the rigor of Advanced Placement in high school and college. Open to Grades 1st-8th

ART CLUB

After school art program which hones student's skills and encourages showcasing work in the building and at community events. Open to Grades 4th-8th

BAND

All Birney Bands (5/6th Band, Symphonic, Jazz, Concert, and Beginning) will be performing at our annual Winter Concert and at our Spring Concert. Open to Grades 5th-8th

BASKETBALL

Basketball is an intramural program. At the end of the intramural program, a team is selected that competes against the other middle schools in Southfield and some in the metropolitan area. Basic skills are taught and reinforced as this is the first time some students play competitively. Open to Grades 6th-8th

BATTLE OF THE BOOKS

Battle of the Books is a program designed to encourage the sport of reading and to give recognition to those who like to read. Students read from a selected list of seven books and then participate in a contest where they will compete with other teams by answering questions based on those books. Open to Grades 4th-8th.

BIRNEY BOBCAT YEARBOOK

Yearbook staff members will work cooperatively planning and creating the Birney Bobcat K-8 School Yearbook. Open to Grades 5th-8th

BIRNEY GARDENS

Provides opportunity for students to learn about plants, gardening, conservation, and landscape design. Students take pride in seeing their work beautify the school community. Open to Grades 6th-8th

BOOK BUDDIES

Book Buddies program is sponsored by the BASF Corporation. BASF has an active Community Action Group that supports this commitment.
SY 2014-2015

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Once a week the BASF associates bring a lunch for themselves, eat lunch with their assigned Book Buddy, and spend the remainder of the lunch period helping the student to appreciate reading. Open to Grades 2nd-5th

CAREER DAY

This program exposes students to interesting careers from various professionals. Presenters volunteer from parent groups, businesses, and community organizations. Students are exposed to hands-on activities and participate in real-life conversations. Open to Grades K-8th

CELEBRITY READERS

Celebrity Readers program consists of adults volunteering to read books to assigned classrooms. They make monthly commitments to read and answer questions. Open to grades K-4th.

CHARACTER EDUCATION

We are currently making use of two character building programs in the building. Both programs are designed to improve the character and leadership traits of all students. Both programs assist in reducing behavior problems, increase instructional time, and build a positive schoolwide culture of character.

-Character Education program highlights inspiring role models and helps reduce behavior problems. Teachers issue Character Trait coupons to students demonstrating the trait of the month. All coupons are collected and winners are selected, rewarded, and showcased at monthly grade level meetings.

-Referral with a Smile program rewards students that exhibit positive behaviors. Teachers that witness good behaviors are responsible for completing a smiley referral describing the actions or good deeds. The referral is then submitted and displayed on the Birney Wall of Fame. Students that receive the most smiley referrals, in a month, win a free dress down day and lunch with the administrators. Open to Grades K-8th

CHEERLEADING

Students interested in learning the basic skills & techniques of competitive cheer. Students will learn organized routines, usually ranging from one to three minutes, which contain the components of tumbling, dance, jumps, cheers and stunting to direct spectators of events to cheer for sports teams at games. Students will cheer for boys & girls basketball games. Open to Grades 5th-8th

CHESS CLUB

Chess Club provides students with the opportunity to practice problem solving strategies in a fun and stimulating environment. Open to Grades K-8th

GRANDPARENTS DAY

Was established to celebrate grandparents and give thanks for all they do. The celebration includes food, fun, and entertainment.

Grandparents' Day attendance has increased over the last three years.

Open to Grades K-8th

GREEN SCHOOL

In 2012 Birney K-8 became a Certified Green School. As a Green School our goal is to engage learners in analyzing and reducing Birney's environmental impact, making the school environment healthier for students and staff, encouraging healthy lifestyles and sustainable choices, and building a community of globally aware critical thinkers. Open to Birney Community

LEARNING LUNCH

This initiative was established to give students an extra opportunity to receive assistance with their academic performance. Students can

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request a Learning Lunch ticket to excuse them from the cafeteria and work in classrooms. The ticket also serves as a pass to be the first to receive hot lunch so they can make it to classes. This initiative is another plan to service our students that cannot come early or stay late for tutorial sessions.

Open to Grades K-8th

MICHIGAN FIRST CREDIT UNION - BIRNEY BRANCH

Students can participate in the following positions: branch manager, assistant manager, teller, director of marketing, bookkeeper, customer service manager. The opportunity to open a Michigan First account is open to all Birney students. Participation in this program teaches money management skills.

Open to Grades K-8th

ORCHESTRA

The orchestra program engages students who wish to participate in Chamber Music groups that will perform for their own enjoyment and for others. Open to Grade 5th-8th

READING INITIATIVE PROGRAMS

We have two programs that are reading initiatives that expose our students to mentors from various professions. Both initiatives are very popular and the students have learned to appreciate reading. They also recognize the significance of community outreach efforts.

RECYCLING

Students, parents, and staff are encouraged to participate in the paper recycling program through Abitibi Recycling. The yellow and green bin in the west parking lot is available at all times to receive discarded newspaper, copy paper, junk mail and magazines. Open to the Birney Community

STUDENT LEADERSHIP COUNCIL

The Student Leadership Council (SLC) of Birney K-8 School is an organization that is dedicated to developing and growing the leadership abilities of middle school students. Membership to SLC is open to all Birney students who meet the academic requirement of a 2.0 GPA (minimum) and Citizenship marks of 1's, 2's, and 3's. All interested students must submit an application to be reviewed by the advisor, a committee of teachers, and administration. Open to Grades 4-8th

STUDENT NETWORK

The Student Network was designed to ensure that students have an opportunity to participate in regular, two-way, and meaningful communication involving academic learning and the overall culture of the school. Students are considered full partners in their education and are included, when appropriate, in decision making and given opportunities for input on policies and programs.

Open to Grades 4th-8th

TITLE ONE TUTORING

Students extended the opportunity to receive extra support in Math and ELA. Teachers will assist with assignments, projects, and organizational skills. Open to Grades K-8th

TRACK & FIELD

Boys' and girls' track is an excellent activity for students who like both individual competition and a team effort. Participants will have the opportunity to compete in either short or mid-distance events (including relay teams), as well as hurdles and field events. Track begins in late April, and the season runs through the end of May. Open to Grades 6th -8th

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UNIVERSITY MIDDLE SCHOOL ACADEMY (UMSA)

University Middle School Academy (UMSA) is an application and entrance exam program. UMSA is a school within a school serving the Birney community. The program is designed to engage students in a rigorous academic experience which will empower them to take responsibility for their learning by becoming confident and creative problem solvers. Open to Grades 6-8th

VOLLEYBALL

Volleyball begins with two weeks of intramural play for everyone who wishes to participate. Students are encouraged to come out and LEARN how to play, even as a first experience. Volleyball tryouts begin in late February or early March. Open to Grades 6-8th

WE SPEAK

Sixth grade students who aspire to become leaders in the school and community at large. Students have an opportunity to practice their language and leadership skills. Student's practices include enunciation, speed and flow of conversation, initiating conversations, appropriate greetings, and body language.

Open to Grade 6th

YOUNG ASTRONAUTS

This is an enrichment program introduced and designed to motivate students in the areas of math, science, and technology. It is a hands-on experiential program facilitated by parent leaders and assistants. Students are exposed to games, experiments, and other hands-on activities. Most of the curriculum revolves around flight and the space program. Open to Grades 1st- 8th

Z-CLUB

The Z-Club Mentoring program is designed to encourage young females to strive for excellence in all areas of life reaching their full potential. Our goal is to help them develop high self-esteem, a positive self-image, and self-respect, by providing interactive group sessions and field trips that will enhance their cultural experience and provide up-to-date information about subjects pertaining to their age group. The program will offer a safe place for girls to express themselves and explore new ideas in a secure, fun environment. Open to Grades 6th-8th

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Surveys completed by parents, students and staff have provided valuable information that has resulted in establishing two stakeholder groups. The goal of these two groups is to insure an opportunity to participate in regular, two-way and meaningful communication involving academic learning and the overall culture of the school. The Birney Parent Network Team was organized to include a parent perspective in the development of the improvement plan. The Birney Student Network Team consists of 4th - 8th graders who meet regularly with administration to provide feedback. Our belief is that these stakeholder groups are full partners and thus are included in decision making and given opportunity for input on policy and programs. Meetings are held once a month; parents in the evening and students during the school day. Input from these meetings is taken back to the leadership team and the School Improvement Plan committee for discussion. These discussions drive changes to our school initiatives. A positive, collaborative culture is embedded in the mission/vision at Birney K-8 School.

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

The Parent Network consists of parent volunteers from the K-8 population that have a vested interest in Birney's goal of continuous school improvement. The Student Network consists of 4th - 8th grade students. The student are selected through an application/interview process which gives administration the autonomy to select students who will be committed to active engagement in the process. The responsibilities of both groups is to attend all monthly meeting, disseminate information to the entire Birney community and assist with implementation of the plan. Parents are encouraged to present information at PTSA meetings and all other scheduled parent meetings. Students present information at the monthly grade level meetings.

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

The final improvement plan was shared at various scheduled stakeholder meetings. We discussed implementation plans and garnered feedback during faculty meetings, grade level meetings, parent network meetings, student network meetings, PTSA meetings, and Title One parent meetings. The plan is also available to review on Birney's website. We believe that all stakeholders are an integral part in our pursuit of continuous school improvement.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

As student enrollment decreases our staffing allocation decreases.

How do student enrollment trends affect staff recruitment?

As student enrollment decreases the need for staff recruitment decreases.

How do student enrollment trends affect budget?

As student enrollment decreases the budget for our school decreases.

How do student enrollment trends affect resource allocations?

As student enrollment decreases, resources allocations decrease and shift accordingly to meet the needs of students/staff.

How do student enrollment trends affect facility planning and maintenance?

Facility planning and maintenance are not affected by our decreasing enrollment trends.

How do student enrollment trends affect parent/guardian involvement?

The percentage of our parent/guardian involvement is not affected by our decreasing enrollment trends.

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

Professional learning and/or public relations is not affected by our decreasing enrollment trends.

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

Due to our declining student enrollment for the past 10 years, we are continually faced with the challenge of decreased funding and reallocation of budgetary items. We are also challenged to meet student and staff needs.

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

The actions that will be taken to address these challenges are as follows:

- reassess current building budget/Title I budget
- assessing staff allocation
- seek grant funding
- research community support
- communicate our needs with district leadership

What are the challenges you noticed based on student attendance?

There is a correlation between student tardiness and absentism and student achievement. High rates of tardiness and absentism result in low achievement scores.

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

These challenges are addressed by:

- Students ability to earn attendance awards
- Parent Meeting about the importance of good attendance
- Student consequences for tardiness
- Communication with district Truancy Officer
- Classroom incentives for attendance and punctuality

Student Achievement Data for All Students

This area includes data questions.

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

2013-2014 MEAP results indicate that in the area of Reading 50% or more of the students in grades 3, 4, 5, 6, and 8 achieved proficiency. In the area of Writing, 50% or more of the students in 4th grade achieved proficiency.

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

According to MEAP results, the following positive trends comparing 2012-2013 to 2013-2014 were identified:

Math - 4th, 5th, 6th, 7th

Reading - 4th, 6th, 8th

Writing - 4th, 7th

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

The following content areas were above the state targets of performance:

Math: Grade 3 - 35.5% Grade 4 - 34.3% Grade 5 - 35.5% Grade 6 - 30.5% Grade 7 - 17.9% Grade 8 - 12.8%

Reading: Grade 3 - 51.6% Grade 4 - 60.0% Grade 5 - 58.1% Grade 6 - 61.8% Grade 7 - 38.7% Grade 8 - 55.0%

Writing: Grade 4 - 54.3% Grade 7 - 38.4%

Social Studies: Grade 6 - 11.4%

Science: Grade 5 - less than 10% Grade 8 - Less than 10%

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

The top 30% percent of our student population continue to meet or exceed state performance standards in all content areas.

What factors or causes contributed to improved student achievement?

The factors or causes that contributed to improved student achievement are:

Differentiated Instruction

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After school tutoring opportunities
Learning Lunch - tutoring opportunities
Small group instruction
Parent involvement
TRIAGE meetings - student/parent/staff
Title I Math/Reading support
Literacy Coach support
Technology/Software
Professional Development
Use of manipulatives

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

A positive impact on student achievement is verified by Improved scores/trends on short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments.

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

2013-2014 MEAP results indicate that in the area of Science, 50% or more of the students in grades 5, and 8 scored partially proficient or not proficient. In the area of Social Studies, 50% or more of the students in grade 7 scored partially proficient or not proficient. In the area of Math, 50% or more of the students in grades 3 - 8 scored partially proficient or not proficient. In the area of Reading, 50% or more of the students in grade 7 scored partially proficient or not proficient. In the area of Writing, 50% or more of the students in grade 7 scored partially proficient or not proficient.

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

According to MEAP results, the following negative trends comparing 2012-2013 to 2013-2014 were identified:

Math - 3rd

Reading - 3rd, 5th, 7th

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

The following content areas were below the state targets of performance:

Math: Grade 3 - 64.5% Grade 4 - 66.3% Grade 5 - 64.5% Grade 6 - 69.5 % Grade 7 - 82.1% Grade 8 - 87.2%

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Reading: Grade 3 - 48.4% Grade 4 - 40.0% Grade 5 - 41.9% Grade 6 - 38.2% Grade 7 - 61.3% Grade 8 - 65.0%

Writing: Grade 4 - 45.7% Grade 7 - 61.6%

Social Studies: Grade 6 - 88.6%

Science: Grade 5 - more than 10% Grade 8 - more than 10%

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

The bottom 30% percent of our student population do not meet state performance standards in all content areas.

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

The factors or causes that contributed to the decline in student achievement are:

- Lack of parental involvement
- Lack of motivation
- Absentism
- Personal/Family circumstances
- Lack of resources
- Unfocused/Distractions

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

A negative impact on student achievement is verified by decreased scores/trends on short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments.

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

The actions that could be taken to address achievement challenges are:

- Common Planning to design intervention strategies
- Data Driven Instruction
- Differentiated Instruction
- After school tutoring opportunities
- Learning Lunch - tutoring opportunities
- Small group instruction
- Promote more parent involvement
- TRIAGE meetings - student/parent/staff

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Title I Math/Reading support

Literacy Coach support

Technology/Software

Use of manipulatives

Subgroup Student Achievement

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

Response:

- Male
- Female
- Economically Disadvantaged

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

Response:

- Male
- Female
- Economically Disadvantaged

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

The content areas in which the achievement gap is closing for these subgroups are:

*3rd Grade-Reading (Females and Economically Disadvantaged)

*4th Grade-Reading, Writing, and Math (Females, Males, and Economically Disadvantaged)

*5th Grade-Math and Science (Females and Economically Disadvantaged)

*6th Grade-Reading (Females, Males, and Economically Disadvantaged), Math (Economically Disadvantaged), and Science (Males)

*7th Grade-Writing (Females), Math (Females, Males, and Economically Disadvantaged)

*8th Grade-Reading (Males and Economically Disadvantaged), Math (Females), and Science (Females, Males, and Economically Disadvantaged)

How do you know the achievement gap is closing?*

After analyzing the 2012 MEAP results and comparing them to the 2013 MEAP we were able to determine the improvements of various

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areas.

What other data support the findings?

We also analyzed the results of the Developmental Reading Assessment (DRA) and Measure of Academic Progress (MAP) results during the 2012 school year and comparing them to the 2013 results; the data was able to support the findings of the MEAP results.

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

Factors that contribute to the gap closing are:

After School Tutoring, Learning Lunch, Differentiated Instruction, Data Driven Instruction, Small group Instruction, Parent Communication, and Push In/Pull Out Academic Support.

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

A positive impact on student achievement is verified by Improved scores/trends on short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments.

What actions could be taken to continue this positive trend?

The actions that could be taken to address achievement challenges are:

Common Planning to design intervention strategies

Data Driven Instruction

Differentiated Instruction

After school tutoring opportunities

Learning Lunch - tutoring opportunities

Small group instruction

Promote more parent involvement

TRIAGE meetings - student/parent/staff

Title I Math/Reading support

Literacy Coach support

Technology/Software

Use of manipulatives

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

Response:

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- Male
- Female
- Economically Disadvantaged

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

Response:

- Male
- Female
- Economically Disadvantaged

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

The content areas in which the achievement gap is greater for these subgroups are:

- *3rd Grade-Math (Females, Males, and Economically Disadvantaged)
- *5th Grade-Reading (Females, Males, and Economically Disadvantaged)
- *6th Grade-Math (Males and Females) and Social Studies (Females and Economically Disadvantaged), *7th Grade-Reading (Females, Males, and Economically Disadvantaged)
- *8th Grade-Reading (Females), Math (Males and Economically Disadvantaged)

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

After analyzing the 2012 MEAP results and comparing them to the 2013 MEAP we were able to determine that the achievement gap has become greater.

What other data support the findings?*

A negative impact on student achievement is verified by decreased scores/trends on short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments.

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

The factors or causes that contributed to the decline in student achievement are:

- Lack of parental involvement
- Lack of motivation
- Absentism
- Personal/Family circumstances
- Lack of resources
- Unfocused/Distractions
- Transiency

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

A negative impact on student achievement is verified by decreased scores/trends on short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments.

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

The actions that could be taken to address achievement challenges are:

- Common Planning to design intervention strategies
- Data Driven Instruction
- Differentiated Instruction
- After school tutoring opportunities
- Learning Lunch - tutoring opportunities
- Small group instruction
- Promote more parent involvement
- TRIAGE meetings - student/parent/staff
- Title I Math/Reading support
- Literacy Coach support
- Technology/Software
- Use of manipulatives

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

This currently does not apply to our student population.

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

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Students with disabilities have equal opportunities to take advantage of the intervention programs.

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

After analyzing short-cycle assessments, state wide assessment, Measure of Academic Performance (MAP), Developmental Reading Assessment (DRA K-5), Michigan Literacy Progress Profile (MLPP K-2) on-going assessments, informative assessments and summative assessments, each teacher creates a bottom 30% of their student body, who are 'at risk of failing' and recommend them for additional support services.

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

The following Extended Learning Opportunities are available for students:

After school tutoring opportunities (Grades 3-8)

Summer School (Grades K-8)

Learning Lunch - tutoring opportunities (Grades 3-8)

Title I Math/Reading support (Grades K-8)

Literacy Coach support (Grades K-8)

Battle of the Books (Grades 4-8)

Buddy Reading (Grades K-8)

Celebrity Readers (Grades K-4)

Project Based Learning (Grades K-8)

Community Outreach Programs (Grades K-8)

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

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

Birney K-8 School established a Parent and Student Network Committees. The Parent and Parent Network Committees include the PTSA Executive Board and all other parents who would like to participate, as well as staff representatives. Both committees meet monthly to decide what is most important, as it relates to our students' educational experiences and the overall school community. The school also communicates by: Newsletters, Flyers, Parent Link Phone Calling System, Invitations, School calendar, Public Announcing System, etc.

Label	Question	Value
	What is the total FTE count of teachers in your school?	43.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	33.0

What impact might this data have on student achievement?

It is more of a challenge for veteran teachers to utilize new innovating strategies and technology in the classroom, which can negatively affect student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	45.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	166.0

What impact might this data have on student achievement?

Teacher absences for either Professional Development or illness, can adversely affect student achievement due to not having a highly qualified certified teacher instructing the classroom. However, teachers being out due to professional development can have a positive impact on achievement because they are learning new innovative ways to instruct students.

Perception Data - Students

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

According to student surveys elementary students indicated the highest overall level of satisfaction was in the area of Purpose and Direction. 97% of our early elementary students surveyed indicated that their principal and teachers want every student to learn and they are learning new things that will help them. 98% of upper elementary students indicated that they felt their teachers wanted them to do their best. According to student surveys our middle school students indicated the highest overall level of satisfaction in the area of Using Results in Continuous Improvement 75% of students felt that their principal and teachers prepare them for success in the next school year.

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

According to student surveys our students show a positive trend toward increasing student satisfaction in the area of Governance and Leadership. Elementary and Middle school students surveyed indicated that their teachers want them to do their best work and that our principal and teachers have high expectations for them.

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

According to student surveys only 61% of early elementary students indicated the lowest overall level of satisfaction was that their family likes to come to their school. Our upper elementary and middle school students indicated their lowest overall level of satisfaction was in the areas of Governance and Leadership and Resources and Support Systems. 35% of upper elementary students indicated that our students treat adults with respect and our school was safe and clean. According to student surveys our middle school students indicated the lowest overall level of satisfaction was in the area of Purpose and Direction. and Resources and Support Systems only 27% felt that all students are treated with respect, and only 17% felt that students treat adults with respect and students respect the property of others.

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

According to student surveys our students show a trend toward decreasing student satisfaction is in the area of Purpose and Direction. Only 27% of our students feel that all students are treated with respect.

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

Possible causes for the patterns we identified in increasing student satisfaction is the increase use of technology to enhance instruction, our Learning Lunch program, Mentoring Program, monthly grade Level meetings, Honors Program and Ceremony, communication between counselors, parents and teachers,.Differentiated Instruction, After-School Tutoring opportunities, and an overall committed by staff to met the needs of all students.

Possible causes for the patterns we identified in decreasing student satisfaction is the increase in cyber-bullying. many students do not feel
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they are understood, student home-life, transient population, and students do not feel that they can get help from other students if they are not friends.

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

The actions that have been taken to improve student satisfaction in the lowest areas is the development of a Student Network Team. The Student Network Team was designed to keep students updated about school/district initiatives and to garner input from our students. We have implemented a Mentoring Program where each student has the opportunity to meet with a mentor and discuss important school related programs and initiatives to help establish a culture of collaboration and a sense of community. The continuation of our Character Education Program and our Referral with a Smile Program, where students are rewarded for positive behaviors around respect and caring for others.

Perception Data – Parents/Guardians

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

According to parent surveys our parents indicated the highest overall level of satisfaction was in the areas of Resources and Support Systems and Teaching and Assessing for Learning. 91% of parents surveyed indicated that our school provides a safe learning environment and that our school has high expectations for students in all classes. 83% of our parents surveyed felt that and our school ensures that the facilities support student learning and that their child is given multiple assessments to measure his/her understanding of what was taught.

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

According to parent surveys a trend toward increasing parents/guardian satisfaction was in the area of Resources and Support Systems and Using Results for Continuous Improvement. 91% of our parents surveyed felt that our school provides a safe learning environment. 81% of parents felt their child has administrators and teachers that monitor and inform them of his/her learning progress.

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

According to parent surveys the overall lowest level of satisfaction among parents/guardians was in the area Governance and Leadership. Only 53% of our parents indicated our school and governing body operates responsibly or function effectively and only 59% felt our school provides an adequate supply of learning resources that are current and in good condition.

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

According to parent survey result a trend toward decreasing parents/guardian satisfaction was shown in the area of Teaching and Assessing for Learning. Only 38% of parents surveys indicated that my child sees the relationship between what is taught and his/her everyday life.

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

Possible causes for the patterns we identified in increasing parent satisfaction is the results of student assessments are consistently communicated, shared and reviewed with parents. Parents know that staff has high expectations for their child by all members of the Birney K-8 staff. Procedures are in placed and practiced consistently to keep ensure the safety of all stakeholders.

Possible causes for the patterns we identified in decreasing parent satisfaction is we have not had an adequate supply of some subject materials. Lack of communication with parent on curriculum standards.

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

The actions that will be taken to increase parent/guardian satisfaction in the lowest areas are as a district initiative new textbooks, resources and online access to the textbooks have been adopted in core subject areas. Student/Parent Connect, teachers websites, email communications, phone calls and parent teacher conferences keep our students and parents informed of expectations, assignments and grades.

Perception Data – Teachers/Staff

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

According to staff surveys the areas that indicate the overall highest level of satisfaction among teachers/staff were in Purpose and Direction and Using Results for Continuous Improvement. 96% of Teacher/staff surveyed felt that our school is clearly focused on student success and our purpose statement is formally reviewed and revised with involvement from stakeholders. 99% of Teachers/Staff felt that our school leaders monitor data related to school continuous improvement goals and we use multiple assessments to measure student learning and school performance.

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

The area that showed a trend toward increasing teacher/staff satisfaction is in Teaching and Assessing for Learning. 96% of Teacher/Staff indicated that all teachers in our school use a process to inform students of their learning expectations and standards of performance.

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

According to staff surveys the lowest overall level of satisfaction among teachers/staff was in the area of Purpose and Direction. Only 56% of the teachers/staff surveyed indicated in our school, staff members provide peer coaching to teachers, and only 51% indicated that in our school, a formal process is in place to support new staff members in their professional practice.

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

The area that show a trend toward decreasing teacher/staff satisfaction is in the area of Purpose and Direction. Only 69% of our Teachers/Staff feel that our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

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

The possible causes for the patterns we have identified in increasing staff perception data are that our school has a continuous improvement process based on data, goals, actions, and measures for growth. There is a systematic focus on analyzing and communicating data to guide teaching and learning.

The possible causes for the patterns we have identified in decreasing staff perception data is that staff feels there is a lack of timely communication between school board or governing bodies and our building.

Other

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

N/A

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

Decisions about curriculum, instruction and assessment are made at Staff Meetings, Common Planning Meetings and Individual Teacher/Administrators Evaluation and Smart Goal Meetings. Students are engaged in discussion about curriculum, instruction and assessment at grade level meeting, parent meetings and support staff meetings. As a staff we are working at building communication with other stakeholders, such as parents and the community.

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

Evidence that we have to indicate the extent to which the standards are being implemented are the design of the master schedule, weekly submitted teacher lesson plans, Professional Development, documentation of Smart Goals and Formal and Informal Evaluation meetings, minutes and agendas from common planning meetings, staff meetings and parent teacher conference sign in sheets.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Students are assessed annually using the following assessments: DRA K - 5 MLPP K - 2 MAP 1 - 5 MEAP 3 - 5	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		2013 Annual Education Report (AER)

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our schools EDP's is a web based system and is accessible by school counselors.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our school counselors review EDP's annually.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	SOUTHFIELD PUBLIC SCHOOLS STATEMENT OF NON DISCRIMINATION & EQUAL EMPLOYMENT OPPORTUNITY Southfield Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information or any other legally protected characteristic, in its programs and activities, including employment opportunities. The following individuals have been designated to handle inquiries regarding nondiscrimination policies: Title VI Coordinator--Dr. Kenson Siver, JWE Administrative Center, 24661 Lahser Rd., Southfield, MI 48033, 248/7	

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Robin Brown, Supervisor of Career and Technical Education Programs, Southfield Public Schools, JWEnglish Administration Building 24661 Lahser Road, Southfield, MI 48033 248 746 8500	

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was developed through a series of regularly scheduled meetings with the School Improvement Team, Staff Common Planning, Department, and PTSA parent meetings. As a result of these meetings the following data was reviewed: Perception Data, Student Achievement Data, Demographic Data and Program/Process Data.

Perception Data was gathered by evaluating information from parent, student and staff surveys.

Multiple sources of student achievement data have been examined to assist us in developing goals and strategies that address the needs of our students. Teachers review this data regularly, as it becomes available: Michigan Education Assessment Program (MEAP), MI- Access, Developmental Reading Assessment (DRA), Michigan Literacy Progress Profile (MLPP), NWEA Measures of Academic Progress (MAP), Middle School Math Grade Equivalent Test (GET), Middle School Gates-MacGinitie Reading Test, Quarterly Progress Reports and Report Cards.

Demographic Data was determined by evaluating enrollment trends, mobility and attendance, and staff demographic data.

Program/Process Data was gathered by reviewing our Performance Indicators, Self-Assessment, and School Data Profile. We also considered data from other programs and processes currently utilized: the Student Intervention Teams (SIT), and student staffing. The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle continuously. They are: Gather Data, Study /Analyze, Plan, Do, Gather Data II. Analyzing the student achievement data, demographic data, and perception data led our staff to develop and identify four main goals for school and student improvement.

The goals are as follows: English Language Arts, Mathematics, Science, and Social Studies.

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

Multiple forms of assessment were reviewed and analyzed to review student achievement in all content areas. The results from the MEAP, Mi-Access, NWEA Measures of Academic Progress (MAP), GET, DRA, MLPP, and GATES assessment results, in addition to progress reports and report cards allowed us to determine which areas need focus.

Student Achievement was reviewed and put into a table so that it could be observed and discussed with stakeholders. Standardized test results were used to compare progress by individual cohort as well as by grade level. These comparisons allowed us to determine if we need to focus on the individual group of students or if the need is due to a gap in instruction. In addition to the table, the Top to Bottom Statewide Ranking Diagnostic was completed to give us insight as to which areas were in need of improvement, as well as how we compared with other schools in both the district and state on the content assessed.

After reviewing and analyzing the data collected we were able to identify gaps in the areas of English Language Arts, Mathematics, Science and Social Studies.

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The 2011-2012 school year was the last school year for a recorded AYP. After this year the accountability scorecard was used to display school's progress. In the year of 2011-2012, Birney K-8 met 16 out of 16 proficiency targets and made AYP. Our building received an overall grade of a C.

In the 2012-2013 school year Birney received a yellow ranking.

According to the 2012- 2013 school year top to bottom list Birney was in the 16th percentile when compared to other schools in the state.

The top to bottom list for the 2013-2014 school year has not yet been posted, however, after completing the diagnostic worksheet we were able to conclude which areas need the greatest focus according to the states analysis of achievement data. We can conclude that the areas of Social Studies and Science are demonstrating the lowest average proficiency.

Based on our analysis of Perception Data the majority of staff members are pleased with the quality and dedication of the instructional staff and programs and feel the climate of the school is positive and safe. Staff would like to have more technology to enhance instruction. They would like to see additional resources to support general education students. The majority of our parents are pleased with the quality of instruction and support their child is receiving. Parents feel the staff is accessible and dedicated in working with their child and are pleased with the variety of the programs to ensure various opportunities for their child. The majority of students feel the school is a safe environment for learning and the strongest areas are academic programs, sports, and after school activities. Students would like to have more advanced technology in the classrooms to facilitate learning. In conclusion to the staff, parent, and student surveys there was a request for more advanced technology. As result we plan to incorporate technology into our school improvement goal areas through differentiated instruction, along with supplemental support services. Each teacher in the district has been given an iPad and Apple TV has been installed into the classrooms. Training has been offered as to how this technology can be incorporated into daily lessons and activities to promote student learning in the classroom.

Based on our analysis of our School Program/Process Data-Our school recently completed the School Self-Assessment rubric, which consisted of five standards. These standards were rated based numeric levels of 1-4. The staff evaluated Governance and Leadership, Resource and Support Systems, Teaching and Assessing for Learning, Using Results for Continuous Improvement, and Purpose and Direction in a range of 2.0-3.0. In conclusion of our Self-Assessment, our staff is committed to improving efforts in strengthening our ratings to a level beyond a 3.0 for all standards.

Enrollment trends, attendance, and disciplinary referrals were reviewed to help us analyze our current demographic needs and how they affect student achievement. It was concluded that there is a correlation between absenteeism and below-average performance in academic areas. Behavioral referrals were analyzed and displayed a connection between positive behavior referrals and an increase in overall assessment performance. Student population has remained stable, however, the Socially Economically Disadvantaged population has increased. This has resulted in a need to build relationships within the community to help provide additional assistance to our families. We will continue to foster relationships with students/parents by establishing a positive atmosphere.

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

Analyzing the student achievement data, demographic data, and perception data led our staff to develop and identify four main goals for school and student improvement. The goals are as follows: English Language Arts, Mathematics, Science, and Social Studies. Our goals outline professional development, student activities, intervention, and parent involvement to address priority needs.

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?

Embedded within our school improvement plan goals we have established activities and strategies to meet the needs of all students such as: Academic Support Programs, Extracurricular, Community Engagement, Tutoring, Technology, Parent Involvement, Direct Instruction, and Evaluation.

Component 2: Schoolwide Reform Strategies

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

Differentiated Instruction and Extended Learning Opportunities are the strategies in the school wide plan that focus on helping all students reach the State's standards. Differentiated Instruction strategies are designed to address the needs of all students' both high and low achieving, as well as, students' working at grade level. Extended Learning opportunities are designed to improve student achievement.

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).

Differentiated Instruction, small group instruction, Best Practices, and 6+1 Traits of Writing are some of the research-based methods and strategies in the school wide plan to increase the quality and quantity of instruction.

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

Data Driven Analysis, Short Cycle Assessments, Professional Development, and Parent Involvement are some of the research-based reform strategies in the school-wide plan that align with the findings of the needs assessment.

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

Differentiated Instruction, small group instruction, push in/pull out support, extended learning activities, and academic support programs during/after school are some of the strategies in the school-wide plan that provide a level of interventions for students who need the most instructional support.

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

In order to determine if student needs are being met they are closely monitored by both classroom and intervention teachers. Individual student goals are determined and progress toward these goals are observed to ensure individual student growth. This is a continuous process, teachers use data from both classroom and standardized assessments on a weekly basis to track student progress and determine if there is a need to modify student goals.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Birney K-8 school has a very low turnover rate. Teaching assignments are determined in accordance with the union contract and therefore do not reflect the environment of the building.

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

The experience level of key teaching and learning personnel are as follows:

27% < 10 years

36% = 11-20 years

27% = 21-30 years

10% = 30 or more years

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

In order to attract and keep highly qualified teachers Birney K-8 School represents itself as an attractive/desirable place to work. Our support staff is instrumental in assisting new staff. Each grade level team embraces new staff members and provides informal guidance and support. Formal support is provided by the administration, in the form of Individualized Development Plans (IDPs) required by the District. This plan provides an opportunity for all teachers and administrators to collaboratively plan five SMART Goals for the school year. This process helps the teacher focus on areas of improvement and provides direction for professional growth in the areas of: Planning and Preparation, Learning Environment, Instruction, Student Assessment, and Professional Responsibilities.

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

To attract and keep highly qualified teachers the Southfield Public School district represents itself as an attractive/desirable place to work. In order to maintain out high exemplary status, the district offers its employees a salary benefit package that is competitive within southeast Michigan. The district offers salary increases for years of teaching, earning a Master's in Education Degree, and for earning 30 credit hours beyond a Master's. In conjunction with an extension of employment opportunities, to attract and retain teachers, our district also provides extra professional development. The district also established an initiative to promote National Board for Professional Teaching Standards (NBPTS) Take One! process, by providing additional funding. The district provides state-of-the-art facilities including wireless technology for classroom 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?

Birney K-8 school, as a part of Southfield Public Schools, does not have a high turnover rate of highly qualified teachers.

Component 5: High Quality and Ongoing Professional Development

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

The results of the comprehensive needs assessment were used to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities are included as activities under the goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model are also included in the school-level activities section.

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

Birney K-8 staff has developed a professional development plan and created a yearlong calendar based on our needs assessment. In addition to the set calendar as professional development needs surface other staff members or administration facilitate staff learning opportunities.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Calendar 2014-2015

Component 6: Strategies to Increase Parental Involvement

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

In order to assure parental involvement in the design of the school wide plan, Birney K-8 School established a Parent Network Committee. The parent network committee includes the PTSA Executive Board and all other parents who would like to participate, as well as staff representatives. The committee meets monthly to decide what is most important, as it relates to our students' educational experiences and the overall school community. This committee will revisit the School Improvement Plan making adjustments when necessary.

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

When taking into consideration the 10 Schoolwide Components and the role the parents could play in each one, we have determined that through the monthly informational meetings being held by the Birney Parent Network Committee as well as PTSA meetings, data to be analyzed for the Comprehensive Needs Assessment, as well as Schoolwide Reform Strategies, can be developed and discussed. Throughout the year parents voice their vision for the school, the needs of their students, and their selves. Parents are then invited to attend monthly meetings with staff, in which their vision becomes a significant piece of the School Improvement Plan. The plan includes parent involvement activities in which they become an active participant in implementing the school goals.

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

Parents are able to evaluate the School Improvement Plan by providing feedback through surveys, parent teacher conferences, Parent Network Committee meetings, and Parent Workshops.

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	Yes, the school has a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).	

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

In efforts in carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) Birney K-8 School has established the following:
 1. Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress by: Teachers provide an explanation and hard copy of State Content Standards and GLCEs at Open House/Curriculum Night; Teachers demonstrate how to access State Content Standards and GLCEs through MDE website at Open House/Curriculum; Teachers provide individual reports on

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student progress and achievement at Parent Teacher Conferences at least twice a year and then on an as needed basis; Teachers provide students and parents with a subject area syllabus or outline describing curriculum requirements and expectations; Teachers make phone calls and emails to inform parents of student progress and needs on an as needed basis; Teachers provide students and parents with midcard-marking progress reports; All teachers are required to provide parents with quarterly report cards; The school provides a link from its website for parents to monitor real time data on student achievement and assignments.

2. Provide materials and training to help parents work with their children by: Staff conducts Title 1 parent workshops on reading, math, and study skills based on parental needs; Our Parent Resource Center has educational reading materials (pamphlets and other literature on how to help your child succeed in school), computers with Internet access, printer, and telephone to assist parents; Staff conducts Math Game Night to assist parents in gaining skills to help their student with school assignments; Staff conducts Literacy Reading Night to train parents in reading strategies to assist their child in reading; Parent Workshop on setting up a Zangle password to access student data; At Curriculum Night parents are provided with strategies regarding homework and assignments; Middle school teachers provide parents with a course syllabus outlining course expectations; Elementary teachers provide parents with Beginning of the Year letter explaining class expectations and course focus; Teachers provide parents with access to classroom MOODLE and teacher websites; Staff conducts informational parent meetings for "at risk" students after each card marking to provide options for support.

3. Train staff to build effective parent involvement by: Principals and select staff provide training to teachers on how to involve parents in the educational process during bi-monthly collaborative meetings; Grade level teachers meet for common planning meetings to review and discuss ways to build effective parent involvement; Subject area departments meet regularly to plan and discuss opportunities to increase parent communication.

4. Collaborate with other programs to coordinate parent involvement by: The school conducts a Kindergarten Orientation at our school for parents and applicants. Parents view a district DVD, tour our building, and are able to ask questions; Title I staff coordinates with regular classroom teachers to identify effective strategies for parent involvement; Title I Coordinator sends home parent information regarding Title I after school tutoring services; Parent surveys are given to evaluate the effectiveness of our overall school environment; Birney's 8th grade parents and students are invited to High School Open House; The community is invited to the district's Specialized School Activities Night. Our Birney K-8 School showcases student specialized programs and activities; Birney K-8 welcomes 5th grade parents by inviting them to a visitation for school tours; Birney staff attends the district's Founder's Day Dinner, selecting a parent volunteer to be honored at this event; Birney's PTSA participates in the district's Parent Teacher Organization; Automated recording messages are sent to every student's household inviting parents to school events.

5. Provide information in format and language that parents can understand by: The school provides a Student Handbook which outlines students rules, polices, and procedures; Conduct parent meetings to explain student achievement and district and state assessment data; A School-Parent Compact was developed and signed by parents, students, and staff. This Compact is reviewed and discussed at the Title I Parent Meetings; At this time Birney K-8 does not service non-English speaking families; therefore all written and oral communication is in English; All information is provided in "parent-friendly" terms, including an explanation of educational acronyms when appropriate.

6. Provide other reasonable support for parent involvement as parents may request by: At the parent's request, the school conducts SIT (Student Intervention Team) meetings to discuss student progress across content subject areas. Present at these meetings are administrators, counselors, teachers, parents and students. Per federal law, IEP meetings are held within the required timeline. Special Education and General Education teachers, School Social Worker, School Psychologist, School Speech and Language Therapist, Administrator, Counselor, Parent(s) and the student attend these meetings.

7. Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory

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children. Currently Birney K-8 School does not have students with parents with Limited English Proficiency, disabilities, or parents of migratory children. If we did we would: Provide a foreign language interpreter to assist with verbal communication; Send written communication home in their native language; provide assistance with information on nutrition and needs of clothing; provide a sign language interpreter for hearing impaired; Provide documents in Braille for the visually impaired; Our building is fully handicap accessible and ADA compliant.

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

The School Improvement Team, including building administrators and the Title 1 Coordinator, will evaluate the data collected to evaluate the Parental Involvement Program and Birney K-8 School. This will take place twice a year.

First, they will evaluate to see if there was an increase in parent involvement by reviewing the sign-in sheets from various events where parents are the target audience.

Second, they will review completed Annual Parent Surveys to determine if parents' opinions and views have become more positive the longer their students attend Birney K-8. The survey will also provide a snapshot of the impression parents have of the staff, curriculum, and school.

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

The results of the parent surveys are discussed with all stakeholders in order to develop a plan to increase satisfaction and provide assistance. According to the results from parent surveys and meetings, parents expressed a need for a personalized work area in addition to workshops on how to assist their children at home with study and organization skills. To help increase parent involvement and tailor to the needs of our parents we created a Parent Resource Center, in which parents have a computer station with internet access and a computer.

The Parent Resource Center has helpful pamphlets on how to help children in reading, math, study, and organizational skills. It also has information to help adults with job searching, interview skills, and resume building. The center has a log book where parents can sign in and record recommendations. On average we have approximately one parent bi-weekly who uses the Resource Center. We will continue to advertise the center in addition to evaluating sign-in sheets and surveys to meet the needs of our parents and ensure student success.

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

The School-Parent compact was created by the Parent Involvement Committee. The Parent Involvement Committee includes the PTSA Executive Board and all other parents who would like to participate, as well as staff representatives. The Committee met on several occasions to decide what was most important, as it relates to our students' educational experience at Birney K-8 School. This committee will revisit the compact annually, making adjustments when necessary.

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

In order to facilitate the partnership between home and school, School Parent Compacts are distributed, discussed, and signed at least twice a year. The Title I teacher introduces the School-Parent Compact during the first annual Title I Parent Meeting in the Fall. Elementary teachers review the Compact with parents twice a year during regularly scheduled parent-teacher conferences. We, at Birney, are vested in assuring that this School-Parent Compact will encourage parental involvement on a schoolwide level, and more positive communication between parents and teachers.

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

In order to facilitate the partnership between home and school, School Parent Compacts are distributed, discussed, and signed at least twice a year. The Title I teacher introduces the School-Parent Compact during the first annual Title I Parent Meeting in the Fall. Middle School teachers review the Compact with parents twice a year during regularly-scheduled parent-teacher conferences. We, at Birney, are vested in assuring that this School-Parent Compact will encourage parental involvement on a schoolwide level, and more positive communication between parents and teachers.

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

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

Parents are invited to attend Parent Workshops throughout the year, which are funded through Title I. Grade level teams will have the opportunity to schedule parent workshops based on needs/concerns of parents. In addition to parent workshops, parents are invited to meet with the principal and Title I Coordinator regarding how families can support their children at home. Other communications with parents are provided for individual student academic assessments results and interpretation of results during Curriculum Night, Parent/Teacher Conferences, Student Intervention Team Meetings, 504 Meetings, and IEP meetings. Parents of students taking the MEAP/MAP tests receive a Parent Report, and are invited to discuss their child's results with the teacher.

All information is provided in parent-friendly terms, defining educational terms and acronyms, and in a language parents can understand, including translation services when necessary.

In addition, all parents have access to Zangle, the district's computerized grading system. Individual teachers also provide conference meetings arranged around the parent's schedule before, during or after school.

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?

Birney K-8 School welcomes incoming kindergarten students and families at Kindergarten Round-Up. This offers prospective parents and students an opportunity to tour the school and view current students in action. During these orientation meetings, parents are given a District Developed DVD entitled "SPS Kinder Experience: Building a Strong Foundation for Learning" and information regarding the following items:

- Background information about Southfield Public Schools and Birney K-8 School;
- The kindergarten curriculum;
- An overview of a typical day in kindergarten;
- What every kindergarten student should know before entering in the fall;
- Helpful hints for supporting parents and students in kindergarten;
- Opportunities to meet and speak with Birney staff;
- Opportunities for parents to register their child for the upcoming school year.

As a popular school of choice in our district, Birney K-8 experiences new student enrollment each year. Parents appreciate the K-8 format where they can send siblings to one building. Having a family member in the school makes the transition easier for the kindergarten student. The parents are increasingly familiar with teacher expectations and school policies. In addition, parents find it desirable to transition their children from Bussey Center for Early Childhood Education to Birney K-8 in order to maintain continuity throughout their Southfield educational career.

Another opportunity provided for the Southfield community is a district-wide open house at Bussey Center which is the location of Southfield Public Schools preschool. During this event families are welcome to talk with the kindergarten teachers. We provide visitors with information and offer the opportunity to visit Birney K-8. Many prospective students and their families require and are provided the opportunity to meet the principal and take a guided tour of the school before they enroll. Parents are provided with resources on district and school policies, including literature relevant to academic standards and benchmarks.

At Birney K-8 plans are underway to improve preschool transition strategies by: Hosting two open houses inviting local preschool parents to visit our school and learn about our kindergarten program, sending flyers to Bussey and all local preschool/daycare facilities regarding our open houses, providing the kindergarten teacher an opportunity to visit local preschool programs addressing kindergarten readiness and a glimpse of a kindergarten day at Birney K-8.

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?

N/A

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 participate in the decision-making process regarding the use of school-based academic assessments in a variety of ways. All instructional staff meet weekly during grade level and content area common planning times. Staff also collaborates during monthly staff meetings, Teamwork Tuesday meetings, professional development Mondays, Curriculum Coordinator Meetings, committee group meetings, and School Improvement Team meetings. These meetings are used in part to discuss student data, including assessments types, administration, and making revisions.

Based on the assessment results from the MEAP, NWEA MAP, classroom unit assessments and quarterly assessments, students are identified for both reading and/or math intervention. Some students are scheduled additional math and reading classes while others are pulled out of elective classes to receive small group instruction with the Title 1 teacher or reading clinician.

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

Teachers participate in student achievement data analysis to improve the academic achievement of all students through their involvement in the school improvement process. All instructional staff meet during grade level and content area common planning times, monthly staff meetings, collaborative Tuesday meetings, professional development Mondays, Curriculum Coordinator Meetings, committee group meetings, and school improvement team meetings. These meetings are used in part to analyze student achievement and to disaggregate student data to drive instruction.

Based on formative and summative assessments, teachers regularly and consistently evaluate academic achievement when making instructional decisions by developing:

- Interest and learning profile surveys;
- Flexible and fluid groupings;
- Mini-Lessons designed to review basic skills;
- Literature Circles;
- Small group instruction;
- Differentiated instruction activities;
- Re-teaching skills;
- Integrating assistive technology;
- Pre- and post-testing;
- Project-based learning.

In addition, all staff members, with input from the School Improvement Team, examine disaggregated MEAP and NWEA MAP data and conduct an item analysis to help determine areas for improvement and to assist with the annual revision of the School Improvement Plan.

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.

A primary goal at Birney K-8 School is to provide opportunities for all students at every level of learning and to address a multitude of needs in our students. With respect to literacy development, decisions about student grouping are ongoing and dynamic. We recognize that our children possess fundamental attributes needed to become literate. Our duty is to assess those abilities, teach the child from where they are developmentally, and continually move them forward in their learning. This is accomplished with ongoing assessments from which data is analyzed and a teaching plan is established that will move the student along the continuum of academic growth. 100% of our K-8 students are evaluated using assessments such as Michigan Literacy Progress Profile (MLPP) for K-2, Developmental Reading Assessment (DRA) for 3-5, Measure of Academic Progress (MAP) for 1-8, Grade Level Equivalent Math Test (GET) for 6-8, and Gates-MacGinitie Reading Test for 6-8. Literacy/reading and math levels are determined and children are placed in appropriate groups, where skill development in all related areas are addressed. Middle school core subject teachers are provided with a list of reading levels for each of their students. This assists core area teachers with valuable information so they are able to differentiate their instruction accordingly. Students are continually re-evaluated and regrouped as necessary. Guided reading groups and literature circles accommodate our diverse learners as does engaging students in reader/writer workshops.

Our building has seven full time Special Education Teachers, one half-time Reading Clinician, one full-time Title 1 Learning Support Teacher, two full-time Counselors, one full-time Social Worker, one full-time

Speech Pathologist, a half-time Psychologist, and five full-time Special Education Para-Professionals. This support staff, along with the General Education Teachers, Principal, and Parents, conducts student

staffings, observations, and testing to identify children in need of special services. For students qualified as needing services, an Individualized Education Program plan is developed, and monitored by teachers. Most of these students receive instruction in the general education classroom, with our teachers offering best practices through differentiated instruction. In addition to regular classroom instruction, extra support is given in content areas according to the students IEP. This allows students to work within their capabilities, and increase their self-esteem as they experience success.

Our teachers collaborate so that the students can benefit from the strengths of each individual teacher.

Teachers meet weekly at grade level meetings and across subject areas to discuss individual student needs and identify students who need additional assistance. The Reading Clinician works with small groups of elementary students who have been identified through assessment and observation as at risk. Middle school students who test not proficient or partially proficient in reading or math on the State's academic achievement standards are referred to the academic intervention instructional support classes in addition to taking grade level classes.

These support classes provide additional support to help eliminate academic deficiencies. The support class teacher communicates regularly with the grade level teacher to keep updated on curriculum content covered and student progress. The goal is to assist these students with essential concepts in reading, writing, mathematics, science, and social studies. Students who have been identified needing extra support are also provided some or all of the following additional services/assistance:

- After school tutoring in reading and math;
- Reading, writing, and math Pull-Outs and Push-Ins;
- Collaborative teaching for social studies and science classes;
- PLATO computer learning software;
- Use of interactive white boards;

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- Readiness-level small grouping;
- Use of audio/visual equipment;
- Use of graphic organizers;
- Chunking of informational text;
- Using alternative resources to gather informational material through on-line computers and leveled reading books;
- 504 Plans for students who are struggling for otherwise health impairments;
- IEP Plans for students with certified disabilities.

All of our teachers use a differentiated instructional approach to teaching and learning. Differentiation of instruction strategies are used to meet students' needs so students are able to work according to their individual learning style and readiness level.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Our duty is to assess the abilities of each child, teach the child from where they are developmentally, and continually move him/her forward in their learning. This is accomplished with ongoing assessments from which data is analyzed and a teaching plan is established that will move the student along the continuum of academic growth. 100% of our K-8 students are evaluated using assessments such as Michigan Literacy Progress Profile (MLPP) for grades K-2, Developmental Reading Assessment (DRA) for grades 3-5, Measure of Academic Progress (MAP) for 1-8, Grade Level Equivalent Math Test (GET) for grades 6-8, and Gates-MacGinitie Reading Test for grades 6-8. Each individual student's State standardized tests scores are used to compare student performance against State standards. Standardized tests, course grades, district common assessments and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum. Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. Birney teachers also utilize Pearson Inform Data Computer System as an on-going data analysis tool. Teachers have been trained to enter and read results to identify students who are not mastering the State's academic achievement standards. Pearson Inform captures individual student progress from year to year. This allows teachers to chart student performance over a course of time. The goal of this entire identification process is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students.

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

Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance.

Birney K-8 teachers implement D.I. by:

- Matching tasks, activities, and assessments with their students' interests, abilities, and learning preferences.
- Getting to know their students.
- Identifying areas of the curriculum that could be adapted to differentiated instruction.
- Examining their role as teacher in the differentiated classroom.

-Using strategies for successfully implementing differentiated instruction

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.

The General Fund is used to provide basic educational needs: staff, including teachers and administrators, textbooks, materials, supplies, and building maintenance.

Title I A is used to provide support services to students deemed at-risk: Title I Support Teacher and Extended Day Tutorial Staff. Title I funds also provide extended learning opportunities and supplemental materials and resources.

Title II A is used to provide professional development support for the goals, objectives, strategies and activities outlined in the School Improvement Plan.

The following resources are available to Birney K-8 School for the coordination and integration of funds and programs:

- General Fund
- Title I Part A
- Title II Part A
- IDEA (Individual with Disabilities Act) Funds
- Birney K-8 PTA

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

Funding sources: General Funds, Title I A

Programs: Birney K-8 Schoolwide Planning Process.

#2 - Schoolwide Reform Model

Funding sources: General Fund, Title I A Programs: Birney K-8 Schoolwide Continuous School Improvement Process.

#3 - Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

Funding sources: General Fund, Title I A Programs: Highly Qualified Staff, Reading Support, Title 1 Interventionist, Paraprofessionals, staff Professional development meetings, and district workshops/in-services.

#4 - Strategies to Attract High Quality and Highly Qualified Teachers to High Needs Schools

Funding sources: General Fund, Title I A Programs: New Teacher Orientation, Teacher Mentorship, District and Building Level Professional Development, Conferences to Support Continual Learning, and Classroom and Building Technology.

#5 - High Quality and Ongoing Professional Development

Funding sources: General Fund, Title I A, Title II A Programs: Ongoing and Sustained Professional Development on the district's initiatives, Differentiated Instruction and other related topics to goals, objectives, strategies and activities aligned with the schoolwide plan.

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#6 - Strategies to Increase Parental Involvement Funding sources: General Fund, Title I A, Birney K-8 PTSA, and District Funds Programs: Parent Resource Center, Title I Parent Meeting, Kindergarten Orientation, Open House, Curriculum Night, Math and Reading Nights, Honors Programs, Band and Choir Concerts, Parent Workshops, Field Trips, Parent Meeting, and Parent Teacher Conferences.

#7 - Preschool Transition Strategies

Funding sources: General Fund and District Funds Programs: Kindergarten Round-up and Kindergarten Orientation.

#8 - Teacher Participation in Making Assessment Decisions

Funding sources: General Fund, Title I A, Title II A Programs: Professional Learning Communities, District-Level Committees and Content Specific Committees, District Wide Common Assessments and Coordinators, and Pearson Inform and Data Driven Instruction Training.

#9 - Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Funding Sources: General Fund, Title I A, Title II A, IDEA

Programs: Special Education Support, Reading Support Specialist, Instructional Paraprofessionals, Extended Day Instructional Staff, Title I Interventionist, Speech Pathologist, Social Workers, Counselors, and Psychologist.

#10 - Coordination and Integration of Federal, State and Local Programs and Resources

Funding Sources: General Fund, Title I A, Title II A Programs: Title I Programs, Administration, Special Education Programs, Free and Reduced Breakfast and Lunch Program.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We strive to identify the needs of each child and utilize the programs that best meet those needs. Children are identified for various programs based on need and eligibility according to the criteria set. We make a concerted effort to ensure that we maximize all resources and follow all local, state and federal guidelines in utilizing our resources.

Southfield Public Schools offer a free Head Start program for Southfield residents and qualifying families at the Bussey Center for Early Childhood Education. The Bussey Center offers the following programs: Head Start for 3-4 year old children (free to low-income families), Great Start, a readiness program to all qualifying 4 year olds who show at least two risk factors specified by the government and a Special Education program for all qualifying 3 - 6 year olds who have been identified with a disability.

Nutrition programs are practiced at Birney K-8 using the Michigan Model for Health in correlation with Michigan Grade Level Content Expectations (GLCEs) in grades K-5. In grades 6 - 8 students are exposed to Nutrition Curriculum in Health Class, which covers Food and Nutrition using the GLCEs: 1, 2, 4, 5, and 7 in correlation with Southfield Public Schools Health Curriculum.

Evaluation:

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

Administrators and teachers will use collaborative team meeting time, and monthly staff meeting to evaluate the implementation of, and the results of School Improvement Plan, We will accomplish this by careful evaluation of our MEAP data, MAP data, and short cycle assessments. We will continue to meet after school as committees to evaluate the academic achievement of our students. The Plan will be updated and revised annually according to the findings of our data analysis.

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 Improvement Leadership Team will determine whether or not the schoolwide program has been effective in increasing the achievement of students who had difficulty achieving the standards by comparing quarterly data to our school improvement objectives for each specified goal. These students will be identified and tracked to determine if individual improvement has occurred. This will be accomplished by evaluating quarterly report cards, classroom and standardized assessments.

The School Improvement Leadership Team will meet with staff on a quarterly basis to review the activities for the goals and determine their effectiveness. Staff, students, and parents will also complete a survey on activities listed in the plan to rate their value.

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 Improvement Leadership Team will determine whether or not the schoolwide program has been effective in increasing the achievement of students who had the most difficulty achieving the standards by comparing quarterly data to our school improvement objectives for each specified goal. These students will be identified and tracked to determine if individual improvement has occurred. This will be accomplished by evaluating all progress reports, report cards, and classroom/standardized assessments. Teachers and support staff will meet on a regular basis to review the activities for the goals and determine their effectiveness.

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

The School Improvement Team is divided into content area committees. Each committee will discuss and analyze goals, objectives, strategies and activities throughout the school year. If an objective is not met each committee will re-evaluate the objective and activities to determine and provide evidence where change is needed. The committee will report their findings and evidence to the entire staff for additional input.

Based on the results of the School Improvement Plan evaluation, the School Improvement Team will determine if any revisions are necessary.

Alice M. Birney K-8 School Improvement Plan 2014-2015

Overview

Plan Name

Alice M. Birney K-8 School Improvement Plan 2014-2015

Plan Description

School Improvement Plan 2014-2015

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	Students at Birney K-8 School will demonstrate improvement in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$16700
2	Students at Birney K-8 School will demonstrate improvement in Mathematics.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$16350
3	Students at Birney K-8 School will demonstrate improvement in Science.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$6200
4	Students at Birney K-8 School will demonstrate improvement in Social Studies.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$2150

Goal 1: Students at Birney K-8 School will demonstrate improvement in English Language Arts.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in Reading Comprehension in English Language Arts by 06/12/2015 as measured by proficiency levels on MEAP/Smarter Balanced Assessment and/or each grade level will meet or exceed their MAP Growth Projection by 3 percentage/points.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instructional strategies designed to address the needs of all students' both high and low achieving, as well as, students' working at grade level. Best Practices will include individual and small group instruction for all levels, challenging and enriching activities for students at or above grade level, and other strategies designed to meet the individual needs of each student.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Data Wise"

*Cambourne, Brian, (1995) "Toward an Educationally Relevant Theory of Literacy Learning: Twenty years of Inquiry". *Tomlinson, C., & Imbeau, M (2010) Leading and Managing a Differentiated Classroom. *Tomlinson, Carol: Brimijoin, Kay; Narvaez, Land; (2008) "Differentiated School: Making Revolutionary Changes in Teaching and Learning." *Harvey, Stephanie and Groudis, Anne. 2000. "Strategies That Work Teaching Comprehension to Enhance Understanding." *Marzano, Robert., Pickering, Debra J., and Pollock, Jane E. 2001. "Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement."

Tier:

Activity - Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate and students will use Smartboards, Edmentum Software, document cameras, additional reading and writing software, iPads, students computers, E-Text, Apple TV, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, all Birney K-8 staff, Literacy Coach, and Title I Teacher
Activity - Individual/Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Bottom 30% of students will be pulled out/pushed in by Title I Support Teacher and Literacy Coach 1 to 2 times per week to support individual or small group instruction in targeted reading and writing areas.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, all Birney K-8 staff, Literacy Coach, and Title I Teacher
Activity - Professional Development for Constructive Response Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 ELA Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students will be provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Activity - Professional Development for ELA Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 ELA teachers will participate in ELA Common Core Training to develop the knowledge and confidence they need to effectively implement the Common Core and Literacy Standards. Teachers who participate in Common Core Standards Training will investigate how the Common Core vertically aligns literacy standards K-8, learn how to engage students in the new Common Core Literacy Standards, examine own practices to better understand how to effectively deliver Common Core Standards, and deepen understanding of disciplinary literacy as it relates to the Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Activity - Professional Development to Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 staff will be trained on an assortment of technology to enhance ELA instruction in the classroom. Technology training will be in the use of ELA Softwares, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Text, AppleTV, and Atlas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team

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Activity - Short-Cycle Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include basic skills materials to reinforce and maintain students' reading and writing skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	General Fund	Administration, All Birney K-8 Staff, Title I Teacher, Literacy Coach and Leadership Team
Activity - Writing Across the Curriculum/6 + 1 Traits of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 Staff will incorporate writing strategies, including 6 + 1 Traits of Writing, across the curriculum to help students become more efficient writers in all subject areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	Administration, Birney K-8 Staff, Title I Teacher, and Literacy Coach.
Activity - Professional Development for New Textbooks/Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 ELA Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, Birney K-8 ELA Teachers, Literacy Coach, Title I Teacher
Activity - Professional Development for Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K-8 ELA Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, K-8 ELA Teachers, Title I Teacher, Literacy Coach, Leadership Team, Data Team
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Strategy 2:

Extended Learning - Students will be provided with extended learning opportunities to improve their reading and writing proficiency.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Data Wise"*Harvey & Goudvis, (2007) "Strategies that Work" *Miller, Debbie (2008) "Teaching with Intention" *Marzano, Robert (2002) "What Works in the Classroom." *Kline, E. Kukulis, R & Zmuda, A. (2004) Transforming Schools: Creating a Culture of Continuous Improvement *Hock, M., Pulvers, K., Deshler, D., & Schumaker, J., (May-June 2001) The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Student and Students with LD, Vol. 22, No. 3, pgs. 172-186

Tier: Tier 1

Activity - After-School Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 3 - 8, who are not meeting state standards in reading or writing on the MEAP Test, Gates-MacGinitie Reading Assessment, Measure of Academic Progress Assessments (MAP), classroom reading assessments, and report card grades will be invited to attend after school tutoring 1 to 2 days per week for 10-20 weeks for support in ELA.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, Title I Teacher, selected tutoring staff.

Activity - Battle of the Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 4-8 are able to participate in the Southfield Public Library Program, "Battle of the Books". Administrators, teachers, and parents will encourage students to form book clubs. Students meet as teams to discuss assigned readings and then participate in community competition to increase reading comprehension skills.	Extra Curricular	Tier 1	Monitor	09/02/2014	06/12/2015	\$100	General Fund	Administration, all Birney K-8 Staff who have committed to serving as Team Managers.

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Activity - Parental Involvement in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of all students will be invited to participate in workshops on reading and writing strategies on how to help their children with homework and classroom assignments. Parents will also be invited to be a part of the School Improvement Team, PTSA, Celebrity Readers Program, Battle of the Books, Reading Month Activities, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$500	Title I Schoolwide	Administration, all Birney K-8 staff, Literacy Coach, Title I Teacher, Title I District Professional Development Facilitators.
Activity - Learning Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional academic support in the areas of Reading, Writing and Language during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	English Language Arts Teachers, Title I Teacher
Activity - Buddy Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community corporation volunteers meet with grades 2-5 low achieving students and engage them in reading activities. In addition, cross grade level buddy reading partnerships have been established. These activities include: reading for enjoyment, strengthen reading comprehension skills and fluency.	Community Engagement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, K-8 ELA teachers
Activity - Celebrity Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community volunteers meet with grades K-4 to engage them in reading activities. These activities include: reading for enjoyment and strengthen reading comprehension skills.	Community Engagement	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	K-4 Classroom Teachers

Goal 2: Students at Birney K-8 School will demonstrate improvement in Mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/12/2015 as measured by proficiency levels on MEAP/Smarter Balanced Assessment and/or each grade level will meet or exceed their MAP Growth Projection by 3 percentage/points.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instructional strategies designed to address the needs of ALL students' both high and low achieving, as well as students working at grade level. Best Practices will include individual and small group instruction for all levels, challenging and enriching activities for students at or above grade level, and other strategies designed to meet the individual needs of each student.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Data Wise"* Tom Loveless, Brookings Institutions Trends in Math Achievement: The Importance of Basic Skills Trends on the two math tests of the National Assessment of Educational Progress (NAEP) show that although students have made progress in some areas of math improvement has been disappointing when it comes to basic arithmetic, in particular, the ability to compute. Educators and Cognitive Psychologists agree that the "ability to recall basic math facts fluently is necessary for students to attain higher-order math skills" (Whitehurst, 2003). *Cambourne, Brian, (1995) "Toward an Educationally Relevant Theory of Literacy Learning: Twenty years of Inquiry". *Tomlinson, C., & Imbeau, M (2010) Leading and Managing a Differentiated Classroom. *Tomlinson,Carol; Brimijoin, Kay; Narvaez, Land; (2008) "Differentiated School: Making Revolutionary Changes in Teaching and Learning." *Harvey, Stephanie and Groudis, Anne. 2000. "Strategies That Work Teaching Comprehension to Enhance Understanding." *Marzano, Robert., Pickering, Debra J., and Pollock, Jane E. 2001. "Classroom Instruction that Works Research-Based Strategies for Increasing for Increasing Student Achievement."

Tier: Tier 1

Activity - Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Smartboards, Edmentum Software, document cameras, calculators, additional math software, student computers, E-Text, AppleTV, Flashmasters, and other technology resources to assist and enhance math instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, all Birney K-8 Staff and Title I Teacher

Activity - Individual/Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Bottom 30% of students will be pulled-out/pushed-in by Title I Support Teacher 1 to 2 times per week to support individual or small group instruction in targeted math areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, Title I Teacher, all Birney K-8 Staff
Activity - Professional Development for Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Mathematics Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained on the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	Administration, K-8 Mathematics Teachers, Division of Instruction Representative, Title I Teacher, Leadership Team, Data Team
Activity - Professional Development for Math Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Math teachers will participate in Math Common Core Training to develop the knowledge and confidence they need to effectively implement the Common Core Standards. Teachers who participate in Common Core Standards Training will investigate how the Common Core vertically aligns literacy standards K-8, learn how to engage students in the new Common Core Standards, examine own practices to better understand how to effectively deliver Common Core Standards, and deepen understanding of as it relates to the Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff,, Division of Instruction representative, Leadership Team
Activity - Professional Development for Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 staff will be trained on an assortment of technology to enhance Math instruction in the classroom. Technology training will be in the use of Math Software, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Text, AppleTV and Atlas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team

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Activity - Short Cycle Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include basic skills material to reinforce and maintain students' math skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	General Fund	Administration, all Birney K-8 Math Teachers, Title I teacher and Leadership Team
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subject areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, Birney K-8 Staff, and Title I Teacher
Activity - Professional Development in Everyday Mathematics and Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Math Teachers will be trained in the instructional strategies for utilizing manipulatives, technology and implementing Everyday Math and Springboard concepts.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, Birney K-8 Math Teachers, and Title I Teacher
Activity - Professional Development for Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Math Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, K-8 Math Teachers, Title I Teacher, Leadership Team, Data Team

Strategy 2:

Extended Learning - Students will be provided with extended learning opportunities to improve their mathematics proficiency.

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Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Data Wise"*Harvey & Goudvis, (2007) "Strategies that Work" *Miller, Debbie (2008) "Teaching with Intention" *Marzano, Robert (2002) "What Works in the Classroom." *Kline, E. Kukulis, R & Zmuda, A. (2004) Transforming Schools: Creating a Culture of Continuous Improvement *Hock, M., Pulvers, K., Deshler, D., & Schumaker, J., (May-June 2001) The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Student and Students with LD, Vol. 22, No. 3, pgs. 172-186

Tier:

Activity - After School Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 3-8, who do not meeting state standards in math as identified on the MEAP test, Measure of Academic Progress Assessment (MAP), classroom math assessments, and report card grades will be invited to attend after school tutoring 1 to 2 days per week for 10 - 20 weeks in Math.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration, Title I Teacher, selected tutoring staff.

Activity - Parent Involvement for Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of all students will be invited to participate in workshops to learn math strategies on how to help their children with homework and classroom assignments. Parents will also be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$500	Title I Schoolwide	Administration, all Birney K-8 Math Teachers, Title I Teacher, and Title I District Professional Development Facilitators.

Activity - Learning Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional academic support in the area of Mathematics during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	All Birney K-8 mathematic teachers, Title I teacher

Goal 3: Students at Birney K-8 School will demonstrate improvement in Science.

Measurable Objective 1:

A 3% increase of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in analyzing data and formulating conclusions in Science by 06/12/2015 as measured by proficiency levels on MEAP and/or each grade level will meet or exceed their MAP Growth Projection by 3 percentage/points. .

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instructional strategies designed to address the needs of ALL students' both high and low achieving, as well as students working at grade level. Best Practices will include individual and small group instruction for all levels, challenging and enriching activities for students at or above grade level, and other strategies designed to meet the individual needs of each student.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth., Murnane, Richard J., (2013) "Data Wise"

*Tomlinson, C., & Imbeau, M (2010) Leading and Managing a Differentiated Classroom. *Tomlinson,Carol; Brimijoin, Kay; Narvaez, Land; (2008) "Differentiated School: Making Revolutionary Changes in Teaching and Learning." *Harvey, Stephanie and Groudis, Anne. 2000. "Strategies That Work Teaching Comprehension to Enhance Understanding." *Marzano, Robert., Pickering, Debra J., and Pollock, Jane E. 2001. "Classroom Instruction that Works Research-Based Strategies for Increasing for Increasing Student Achievement." *There is no such thing as a naturally bad test taker - True! February 17, 2011 by Bruce Lewolt

Tier:

Activity - Incorporate Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate and students will use Smartboards, Edmentum Software, document cameras, supplemental science software, iPads, students computers, E-Test, Apple TV, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Schoolwide	Administration and all Birney K-8 staff.
Activity - Professional Development for Constructive Response Writing in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Science Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students are provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction representative, Leadership Team

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Alice M. Birney K-8 School

Activity - Professional Development for Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Science Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained on the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	Administration, K-8 Science Teachers, Leadership Team, Data Team.
Activity - Short-Cycle Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include questions reviewing and introducing test taking strategies, vocabulary and science content, and reinforcing the following skills: reading graphs and charts, interpreting maps, formulating conclusions based on data, applying previous knowledge, identifying cause and effect relationships, and correctly applying the scientific method.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	General Fund	Administration, Birney K-8 Science Teachers, and Leadership Team.
Activity - Professional Development to Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 staff will be trained on an assortment of technology to enhance Science instruction in the classroom. Technology training will be in the use of ELA Softwares, Interactive Websites, Smart Boards, Elmo Document Cameras, iPads, E-Text, AppleTV, and Altas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subjects areas,	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	Administration and all Birney K-8 Staff
Activity - Professional Development for New Textbooks/Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alice M. Birney K-8 School

K-8 Social Studies Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	Administration and Birney K-8 Science Teachers
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Strategy 2:

Extended Learning - Students will be provided with extended learning opportunities to improve their science proficiency.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Data Wise"

*Harvey & Goudvis, (2007) "Strategies that Work" *Miller, Debbie (2008) "Teaching with Intention" *Marzano, Robert (2002) "What Works in the Classroom." *Kline, E. Kukulis, R & Zmuda, A. (2004) Transforming Schools: Creating a Culture of Continuous Improvement *Hock, M., Pulvers, K., Deshler, D., & Schumaker, J., (May-June 2001) The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Student and Students with LD, Vol. 22, No. 3, pgs. 172-186

Tier: Tier 1

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided an opportunity to participate in Science Fair, Young Astronauts, Birney Garden Club, and Green School Program.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$100	General Fund	Administration, all Birney K-8 Staff, and various club sponsors.

Activity - Learning Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional academic support in the area of Science during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Administration and all Birney K-8 Science Teachers

Activity - Parental Involvement in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Alice M. Birney K-8 School

As a part of our annual Science Fair, parents of all students will be invited to attend the viewing of projects and experiments. Parents are also able to attend field trips and participate in The Young Astronauts Club. Parents and families are encouraged to contribute to our Birney Recycling Program and Birney's Garden Club. Parents will be also be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration and all Birney K-8 Science Teachers
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Goal 4: Students at Birney K-8 School will demonstrate improvement in Social Studies.

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency in interpreting maps, graphs and tables and comprehension of informational text in Social Studies by 06/12/2015 as measured by proficiency levels on MEAP.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instructional strategies designed to address the needs of ALL students' both high and low achieving, as well as students working at grade level. Best Practices will include individual and small group instruction for all levels, challenging and enriching activities for students at or above grade level, and other strategies designed to meet the individual needs of each student.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Date Wise" *Vaughn. S. & Schumm, J.S. (1994) Middle school teachers' planning for students with learning disabilities. Remedial and Special Education, 15, 152-61. *Backes, J., Ralston, A. Middle level reform: The impact on student achievement. Research in Middle Level Education Quarterly, 22, 43-57. *Cambourne, Brian, (1995) "Toward an Educationally Relevant Theory of Literacy Learning: Twenty years of Inquiry". *Tomlinson, C., & Imbeau, M (2010) Leading and Managing a Differentiated Classroom. *Tomlinson, Carol; Brimijoin, Kay; Narvaez, Land; (2008) "Differentiated School: Making Revolutionary Changes in Teaching and Learning." *Harvey, Stephanie and Groudis, Anne. 2000. "Strategies That Work Teaching Comprehension to Enhance Understanding." *Marzano, Robert., Pickering, Debra J., and Pollock, Jane E. 2001. "Classroom Instruction that Works Research-Based Strategies for Increasing for Increasing Student Achievement."

Tier:

Activity - Incorporating Technology to Enhance Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Smartboards, Eddmentum Software, document cameras, additional reading and writing software, iPads, students computers, E-Text, Apple TV, other technology, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$1000	Title I Schoolwide	Administration and all Birney K-8 Staff

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Alice M. Birney K-8 School

Activity - Professional Development for Constructive Response Writing for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Social Studies Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students are provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	All Birney K-8 Staff,, Division of Instruction Representative, Leadership Team
Activity - Professional Development for Incorporating Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 teachers will be trained on an assortment of technology to enhance Social Studies instruction in the classroom. Technology training will be in the use of Social Studies Softwares, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Texts, Apple TV, and Atlas Rubicon	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	K-8 Social Studies Teachers, Division of Instruction Representative, Leadership Team
Activity - Short-Cycle Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include Social Studies content to reinforce and maintain students' informational reading and writing skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	General Fund	Administration and all Birney K-8 Social Studies Teachers, Leadership Team
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Birney K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subject areas.	Extra Curricular	Tier 1	Implement	09/02/2014	06/12/2015	\$250	General Fund	Administration, Birney K-8 Staff
Activity - Professional Development for New Textbooks/Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Alice M. Birney K-8 School

K-8 Social Studies Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, Birney K-8 Social Studies Teachers
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Activity - Professional Development for Data Driven Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Social Studies will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, K-8 Social Studies Teachers, Leadership Team, Data Team

Strategy 2:

Extending Learning Opportunities - Students will be provided with extended learning opportunities to improve their social studies proficiency.

Research Cited: *Boudett, Kathryn Parker, City, Elizabeth A., Murnane, Richard J., (2013) "Date Wise" *Backes, J., Ralston, A. Middle level reform: The impact on student achievement. Research in Middle Level Education Quarterly, 22, 43-57.*Harvey & Goudvis, (2007) "Strategies that Work" *Miller, Debbie (2008) "Teaching with Intention" *Marzano, Robert (2002) "What Works in the Classroom." *Kline, E. Kukulis, R & Zmuda, A. (2004) Transforming Schools: Creating a Culture of Continuous Improvement *Hock, M., Pulvers, K., Deshler, D., & Schumaker, J., (May-June 2001) The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Student and Students with LD, Vol. 22, No. 3, pgs. 172-186

Tier:

Activity - Learning Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional academic support in the area Social Studies during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Administration, Birney K-8 Social Studies Teachers

Activity - Community Outreach Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Students will be provided an opportunity to participate in Court in Schools, Field Trips, Civil War Re-enactment Program, Birney Closet, Z-Club, Student Network, Michigan First Credit Union, Student Council, Recycling, and Mock Elections.	Community Engagement	Tier 1	Monitor	09/02/2014	06/12/2015	\$200	General Fund	Administration and various teacher sponsors.
Activity - Parental Involvement for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of all students will be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, Open House, Court in Schools, and are encouraged to attend field trips and Parent Workshops.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$100	General Fund	Administration and all Birney K-8 Social Studies Teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incorporating Technology to Enhance Instruction	Teachers will incorporate the use of Smartboards, Edmentum Software, document cameras, calculators, additional math software, student computers, E-Text, AppleTV, Flashmasters, and other technology resources to assist and enhance math instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, all Birney K-8 Staff and Title I Teacher
After-School Tutorial Program	Targeted students in grades 3 - 8, who are not meeting state standards in reading or writing on the MEAP Test, Gates-MacGinitie Reading Assessment, Measure of Academic Progress Assessments (MAP), classroom reading assessments, and report card grades will be invited to attend after school tutoring 1 to 2 days per week for 10-20 weeks for support in ELA.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, Title I Teacher, selected tutoring staff.
Parent Involvement for Mathematics	Parents of all students will be invited to participate in workshops to learn math strategies on how to help their children with homework and classroom assignments. Parents will also be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$500	Administration, all Birney K-8 Math Teachers, Title I Teacher, and Title I District Professional Development Facilitators.
Incorporating Technology to Enhance Instruction	Teachers will incorporate and students will use Smartboards, Edmentum Software, document cameras, additional reading and writing software, iPads, students computers, E-Text, Apple TV, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, all Birney K-8 staff, Literacy Coach, and Title I Teacher

School Improvement Plan

Alice M. Birney K-8 School

Individual/Small Group Instruction	Bottom 30% of students will be pulled-out/pushed-in by Title I Support Teacher 1 to 2 times per week to support individual or small group instruction in targeted math areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, Title I Teacher, all Birney K-8 Staff
After School Tutorial Program	Targeted students in grades 3-8, who do not meeting state standards in math as identified on the MEAP test, Measure of Academic Progress Assessment (MAP), classroom math assessments, and report card grades will be invited to attend after school tutoring 1 to 2 days per week for 10 - 20 weeks in Math.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Administration, Title I Teacher, selected tutoring staff.
Individual/Small Group Instruction	Bottom 30% of students will be pulled out/pushed in by Title I Support Teacher and Literacy Coach 1 to 2 times per week to support individual or small group instruction in targeted reading and writing areas.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, all Birney K-8 staff, Literacy Coach, and Title I Teacher
Incorporate Technology to Enhance Instruction	Teachers will incorporate and students will use Smartboards, Edmentum Software, document cameras, supplemental science software, iPads, students computers, E-Test, Apple TV, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration and all Birney K-8 staff.
Parental Involvement in ELA	Parents of all students will be invited to participate in workshops on reading and writing strategies on how to help their children with homework and classroom assignments. Parents will also be invited to be a part of the School Improvement Team, PTSA, Celebrity Readers Program, Battle of the Books, Reading Month Activities, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$500	Administration, all Birney K-8 staff, Literacy Coach, Title I Teacher, Title I District Professional Development Facilitators.
Incorporating Technology to Enhance Instruction	Teachers will incorporate the use of Smartboards, Edmentum Software, document cameras, additional reading and writing software, iPads, students computers, E-Text, Apple TV, other technology, and other technology to assist and enhance instruction in the classroom for all students.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$1000	Administration and all Birney K-8 Staff

School Improvement Plan

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Incorporating Technology to Enhance Instruction	All Birney K-8 staff will be trained on an assortment of technology to enhance Math instruction in the classroom. Technology training will be in the use of Math Software, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Text, AppleTV and Atlas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Short-Cycle Assessments	Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include questions reviewing and introducing test taking strategies, vocabulary and science content, and reinforcing the following skills: reading graphs and charts, interpreting maps, formulating conclusions based on data, applying previous knowledge, identifying cause and effect relationships, and correctly applying the scientific method.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	Administration, Birney K-8 Science Teachers, and Leadership Team.
Short-Cycle Assessments	Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include Social Studies content to reinforce and maintain students' informational reading and writing skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	Administration and all Birney K-8 Social Studies Teachers, Leadership Team
Professional Development for Incorporating Technology	K-8 teachers will be trained on an assortment of technology to enhance Social Studies instruction in the classroom. Technology training will be in the use of Social Studies Softwares, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Texts, Apple TV, and Atlas Rubicon	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	K-8 Social Studies Teachers, Division of Instruction Representative, Leadership Team
Short-Cycle Assessments	Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include basic skills materials to reinforce and maintain students' reading and writing skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	Administration, All Birney K-8 Staff, Title I Teacher, Literacy Coach and Leadership Team

School Improvement Plan

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Professional Development for Data Driven Instruction	K-8 Mathematics Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained on the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	Administration, K-8 Mathematics Teachers, Division of Instruction Representative, Title I Teacher, Leadership Team, Data Team
Project Based Learning	Students will be provided an opportunity to participate in Science Fair, Young Astronauts, Birney Garden Club, and Green School Program.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$100	Administration, all Birney K-8 Staff, and various club sponsors.
Battle of the Books	All students in grades 4-8 are able to participate in the Southfield Public Library Program, "Battle of the Books". Administrators, teachers, and parents will encourage students to form book clubs. Students meet as teams to discuss assigned readings and then participate in community competition to increase reading comprehension skills.	Extra Curricular	Tier 1	Monitor	09/02/2014	06/12/2015	\$100	Administration, all Birney K-8 Staff who have committed to serving as Team Managers.
Parental Involvement for Social Studies	Parents of all students will be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, Open House, Court in Schools, and are encouraged to attend field trips and Parent Workshops.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$100	Administration and all Birney K-8 Social Studies Teachers.
Professional Development for Constructive Response Writing in Science	K-8 Science Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students are provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction representative, Leadership Team

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Alice M. Birney K-8 School

Professional Development for Data Driven Instruction	K-8 Science Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained on the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	Administration, K-8 Science Teachers, Leadership Team, Data Team.
Professional Development for Constructive Response Writing for Social Studies	K-8 Social Studies Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students are provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff,, Division of Instruction Representative, Leadership Team
Professional Development to Incorporating Technology to Enhance Instruction	All Birney K-8 staff will be trained on an assortment of technology to enhance Science instruction in the classroom. Technology training will be in the use of ELA Softwares, Interactive Websites, Smart Boards, Elmo Document Cameras, iPads, E-Text, AppleTV, and Altas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Professional Development for Constructive Response Writing	K-8 ELA Teachers will be trained on how to construct response questions that are open ended questions, short answer questions that measure application-level cognitive skills as well as content knowledge. Students will be provided with the opportunity to generate ideas into a short response. Teachers will also be trained on scoring constructive response questions using a rubric.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Writing Across the Curriculum	All Bireny K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subjects areas,	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$250	Administration and all Birney K-8 Staff
Professional Development for ELA Common Core	K-8 ELA teachers will participate in ELA Common Core Training to develop the knowledge and confidence they need to effectively implement the Common Core and Literacy Standards. Teachers who participate in Common Core Standards Training will investigate how the Common Core vertically aligns literacy standards K-8, learn how to engage students in the new Common Core Literacy Standards, examine own practices to better understand how to effectively deliver Common Core Standards, and deepen understanding of disciplinary literacy as it relates to the Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team

School Improvement Plan

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Professional Development to Incorporating Technology to Enhance Instruction	All Birney K-8 staff will be trained on an assortment of technology to enhance ELA instruction in the classroom. Technology training will be in the use of ELA Softwares, Interactive Websites, Smart Boards, ELMO Document Cameras, iPads, E-Text, AppleTV, and Atlas Rubicon.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff, Division of Instruction Representative, Leadership Team
Writing Across the Curriculum	All Birney K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subject areas.	Extra Curricular	Tier 1	Implement	09/02/2014	06/12/2015	\$250	Administration, Birney K-8 Staff
Writing Across the Curriculum/6 + 1 Traits of Writing	All Birney K-8 Staff will incorporate writing strategies, including 6 + 1 Traits of Writing, across the curriculum to help students become more efficient writers in all subject areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$250	Administration, Birney K-8 Staff, Title I Teacher, and Literacy Coach.
Professional Development for Math Common Core Standards	K-8 Math teachers will participate in Math Common Core Training to develop the knowledge and confidence they need to effectively implement the Common Core Standards. Teachers who participate in Common Core Standards Training will investigate how the Common Core vertically aligns literacy standards K-8, learn how to engage students in the new Common Core Standards, examine own practices to better understand how to effectively deliver Common Core Standards, and deepen understanding of as it relates to the Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$250	All Birney K-8 Staff,, Division of Instruction representative, Leadership Team
Community Outreach Programs	Students will be provided an opportunity to participate in Court in Schools, Field Trips, Civil War Re-enactment Program, Birney Closet, Z-Club, Student Network, Michigan First Credit Union, Student Council, Recycling, and Mock Elections.	Community Engagement	Tier 1	Monitor	09/02/2014	06/12/2015	\$200	Administration and various teacher sponsors.
Short Cycle Assessments	Students will take short cycle assessments on a regular basis to measure all students' understanding. The short cycle assessments will include basic skills material to reinforce and maintain students' math skills.	Evaluation	Tier 1	Implement	09/02/2014	06/12/2015	\$100	Administration, all Birney K-8 Math Teachers, Title I teacher and Leadership Team

No Funding Required

School Improvement Plan

Alice M. Birney K-8 School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for New Textbooks/Support Materials	K-8 Social Studies Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Administration, Birney K-8 Social Studies Teachers
Professional Development for New Textbooks/Support Materials	K-8 Social Studies Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Administration and Birney K-8 Science Teachers
Professional Development in Everyday Mathematics and Springboard	K-8 Math Teachers will be trained in the instructional strategies for utilizing manipulatives, technology and implementing Everyday Math and Springboard concepts.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, Birney K-8 Math Teachers, and Title I Teacher
Writing Across the Curriculum	All Birney K-8 Staff will incorporate writing strategies across the curriculum to help students become more efficient writers in all subject areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, Birney K-8 Staff, and Title I Teacher
Celebrity Readers	Community volunteers meet with grades K-4 to engage them in reading activities. These activities include: reading for enjoyment and strengthen reading comprehension skills.	Community Engagement	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	K-4 Classroom Teachers
Professional Development for Data Driven Instruction	K-8 Math Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, K-8 Math Teachers, Title I Teacher, Leadership Team, Data Team
Learning Lunch	Students will receive additional academic support in the area of Science during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Administration and all Birney K-8 Science Teachers

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Professional Development for Data Driven Instruction	K-8 ELA Teachers will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, K-8 ELA Teachers, Title I Teacher, Literacy Coach, Leadership Team, Data Team
Parental Involvement in Science	As a part of our annual Science Fair, parents of all students will be invited to attend the viewing of projects and experiments. Parents are also able to attend field trips and participate in The Young Astronauts Club. Parents and families are encouraged to contribute to our Birney Recycling Program and Birney's Garden Club. Parents will be also be invited to join the School Improvement Team, PTSA, Parent Teacher Conferences, and Open House.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration and all Birney K-8 Science Teachers
Professional Development for Data Driven Instruction	K-8 Social Studies will be trained in data-driven decision-making by analyzing and using student data and information concerning educational resources and processes to inform planning, resource allocation, student placement, and curriculum and instruction. Staff will also be trained in the practice which entails regular data collection and ongoing implementation of a continuous improvement process.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, K-8 Social Studies Teachers, Leadership Team, Data Team
Learning Lunch	Students will receive additional academic support in the areas of Reading, Writing and Language during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	English Language Arts Teachers, Title I Teacher
Learning Lunch	Students will receive additional academic support in the area of Mathematics during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	All Birney K-8 mathematic teachers, Title I teacher
Buddy Reading	Community corporation volunteers meet with grades 2-5 low achieving students and engage them in reading activities. In addition, cross grade level buddy reading partnerships have been established. These activities include: reading for enjoyment, strengthen reading comprehension skills and fluency.	Community Engagement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Administration, K-8 ELA teachers

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Learning Lunch	Students will receive additional academic support in the area Social Studies during their assigned lunch period.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Administration, Birney K-8 Social Studies Teachers
Professional Development for New Textbooks/Support Materials	K-8 ELA Teachers will be trained in the instructional strategies for utilizing manipulatives, technology, and implementing new core subject textbooks.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Administration, Birney K-8 ELA Teachers, Literacy Coach, Title I Teacher