School Improvement Plan

Estabrook Elementary School

Ypsilanti Community Schools

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Introduction

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

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>Estabrook will continue to use the Goals and Plans in Assist.</td>
<td></td>
</tr>
</tbody>
</table>
Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Conducting a Comprehensive Needs Assessment (CNA)

Historical Background

While we are a school and a district in transition following a consolidation, the districts have long used data as a solid foundation for school reform. Estabrook has a long history of collecting, organizing and analyzing data for use in school improvement work. Our population demographics—including the specifics of our at-risk population—have changed dramatically since we were named as a Blue Ribbon School, but we continue to find our initiatives toward meeting the new challenges to be rewarding. We have made a concerted and ongoing effort to update and improve our process of data analysis, goal setting, and implementation of strategies specific to our population so as to improve student achievement. Every IEP written on a student must use the SMART goal format. The goal must be individualized for each student based on the student's present level of performance (and is data driven). Our NWEA data has served as the foundation of our work for many years; our reference to this data has served as the foundation for much of our curriculum design and implementation. Title 1 staff use NWEA as the foundation for triangulation of data to identify students for Tier 2 instruction.

School Improvement Team

The work of our School Improvement Team informs our CNA. Our three goals for school improvement are in Literacy, Math, and in Climate and Culture. At the District level, there has been ongoing work in selection and training of staff in using new curriculum and the collecting, organizing, and analyzing of student data through ongoing local and standardized assessments.

Grade Level Data Teams

Our grade level teams (including Teacher Consultants, Title 1, and support staff) meet to organize and analyze data. Title 1 has augmented their triangulation of data with close scrutiny of data on a schoolwide Excel spreadsheet for each teacher. Title 1 most closely analyses data for specific target students, but also by classroom and grade-level. Title 1 teachers district-wide communicate with one another so as to more fully coordinate this school-level data. We have monthly meetings to direct implementation of our new guided reading program. The template for organizing and analyzing data undergoes ongoing upgrades by our curriculum staff and our technical staff. They support classroom teachers in this regard so as to expedite the ongoing effort of grade level teams to calculate and monitor numerically student achievement. The extent to which our data collection and analysis is supported district-wide is remarkable and a point of pride for our district.

With our careful analysis for School Improvement of student achievement data, Estabrook has a solid foundation for our SIT. We view our achievement data in conjunction with stakeholder (parent, staff, student) perception data and evaluation of new programs and process.

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

Ypsilanti Community Schools for well over a decade has had an ongoing emphasis on organizing and analyzing data. To conduct our comprehensive needs assessment, we reviewed various data at meetings of data teams and School Improvement. This data included...
demographic data, perception data, achievement data, and data garnered from a review of school programs and curriculum.

Demographic Data

Estabrook Learning Community has 2nd through 8th grades. For the 2017-2018 school year, we had 415 students enrolled in our school. Our students all receive free lunch and breakfast services. Our school population is somewhat transient. There are many factors which contribute to this. We have been named the hub for our communities English Language Learners (ELL). Our ELL population is ever on the increase. We are proud of our cultural diversity and conscious of the specific needs of our students and their families. The consolidation three years ago furthered the restructuring of the district and the repurposing of buildings. The impact on a school of this process is huge. In the past two years we added 7th grade and then 8th grade to the existing population of the school. With the dissolution of one of our elementary schools, we will have 85 of those students or others who will join our school. At the end of next year, we will say farewell to our population of 7th and 8th graders. We already are preparing for these changes. Many students have moved and then return after a few years. Due to the transient nature of our student population, the specifics of our demographic data has fluctuated; we fully anticipate that it will continue to fluctuate. The trend is for decreasing numbers of Caucasian students and increasing numbers of Hispanic. Additionally, southeastern Michigan continues to have huge changes in its economy. This adds an additional dimension to the mission of our school. 2016 - 2017 has seen a district-wide increase in the numbers of school social workers. Estabrook Learning Community and the entire population of southeastern Michigan is impacted by socio-economic data which includes one in four of our adult population being functionally illiterate. It is important to note prior to examining the contents of Table 1 that the 2010 census lists Washtenaw County as having 74.5% Caucasian and 12.7% African American. The population demographics of the surrounding area are not in synch with those specific to Estabrook Learning Community. This detail in and of itself has far-reaching implications.

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

The ethnicity of students at Estabrook is made up of: African-American 66%, Caucasian 16%, Hispanic 14%, two or more ethnicities 2%, Asian 1%, Native American .5%

Title I works closely with staff for English Language Learners (ELL) and those with Individualized Education Programs. In addition to the grade-level data teams and School Improvement, Title 1 meets with staff to discuss the assessment data to determine the best support for our students. This year, there were supports in place using Sheltered Instruction Observation Protocol (SIOP) Model. SIOP is a research-based, empirically-validated approach to instruction proven effective in addressing the academic need of ELL students. This language-support strategy lent itself to the needs of non-ELL students as well, supporting vocabulary development in the model which encourages reading, writing, speaking, and listening. Further collaboration of this nature between Title I and ELL staff is planned for the fall.

Perception Data

Parent surveys were conducted at the beginning and end of the year. The data from this report informed us that our parents are very happy with the school. The parents feel welcome at our school, know that the teaching staff is supportive of their child and have high expectations for their child. Our staff holds parent teacher conferences each year. We had 100% of parent participation in conferences. When a parent cannot attend a child’s conference teachers will have a phone conference, the parents have expressed their appreciation for this service. We additionally have an online survey to collect informal data from our parents. This information is used to inform staff on how we can continue to build positive relationships with Estabrook families.

A Staff Perception Data survey was done in June. Eighteen (18) classroom teachers responded. Of these, 67% found our Title 1 services to be helpful. 78% feel that they understand the role of Title 1. It is interesting to note that there was a precisely balanced divide between the teachers who find the "push-in" model and the "pull-out" model to be "very helpful". Our data and the ensuant discussion is consistent with
the results of the discussion being done at a national level. Both our local and the broader analysis of the data suggest that further consideration should be given to the expectations that one or the other model be the only option. Quite possibly the hybrid model--using both models--according to what is indicated by student need as well as what is best for classroom teachers--should be considered and researched. Data and discussion found online seems to indicate rather inconclusive evidence for either model. As such, the "hybrid" model may be democratic in design.

The item which perhaps should be "red-flagged" is regarding analysis of pre- and post-assessment data. Only 44% of respondents felt that this was done in the "4" category. With current focus district-wide on the organization and analysis of data to modify instruction to better our achievement and equity gaps, this should be noted for immediate discussion by staff and attended to in the 2016 - 2017 school year. It should align more specifically to this end with the question "How informed were you with student progress?" which garnered only a 55% "4" response.

Another discussion should focus on the matter of only 50% of participants feeling that they had input into the lists of students to be seen. Clarification of this process should be clearly done according to triangulation of data; all parties need to agree upon what is considered to be useful data. Adoption of a system of data-based inquiry might be considered so as to effectively use the cycle of data organization and analysis to best serve students. Additionally, further coordination between Title and both ELL and TC staff needs to be a priority so as to better attend to the needs of all Estabrooks students.

Part II of the Staff Perception Data focused specifically on the matter of "Climate and Culture". Estabrook SIT and School-wide Diagnostic documents are companion pieces which serve to allow us to continually and carefully analyze data so as to involve and support all stakeholders. Our staff meets throughout the year routinely analyze data so as to determine the extent to which our programs and curriculum are supporting the academic achievement of all of our students, most especially the progress of our most at-risk and low-achieving students. At the end of the year, we review and adjust our goals and objectives so as to determine how best to modify instruction to to better serve all students in the upcoming year. Note: Along with our SIT Goal in Literacy and one in Math, we also have a goal in "Climate and Culture". We have become increasingly aware of the extent to which the latter goal impacts our academic student achievement.

Stakeholders’ responses are analyzed in the tables which follow.

| Table 2a: Estabrook Staff Perception Data |
| Very = 4; Somewhat = 3; Not much = 2; Not at all = 1; Not applicable |
|                                      | 4 | 3 | 2 | 1 | NA |
| How helpful were Title 1 Services this year? | 12 | 2 | 0 | 2 | 2 |
| How informed were you about student progress? | 10 | 3 | 1 | 0 | 4 |
| Does the "push-in" model work for you and your class? | 7 | 2 | 1 | 4 | 4 |
| Does the "pull-out" model work for you and your class? | 7 | 5 | 1 | 0 | 5 |
| How many Family Nights did you attend? (We had 3) | -- | 3 | 3 | 6 |
| I helped determine the students to be seen by Title 1. | 9 | 3 | 2 | 3 | 2 |
| We collaborated on the skills and strategies to be taught. | 12 | 1 | 2 | 2 | 1 |
| Title 1 and I analyzed pre- and post-assessments. | 8 | 4 | 0 | 1 | 0 |
| I understand the role of Title 1. | 14 | 2 | 1 | 1 | 0 |

Our staff participated in a School Culture Survey in June 2016. The results of this survey addresses one of the three objectives of our SIT
work. Nineteen (19) Estabrook staff members participated. There were three areas surveyed: Professional Collaboration, Efficacy/Self-Determination and Collegial Relationships. Data was analyzed so as to determine a direction and focus for our 2016 - 2107 school year on this objective.

Table 2b: Staff Climate and Culture Perception Data

<table>
<thead>
<tr>
<th>Aspect of School Culture</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Collaboration:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborating on both instructional and organizational.</td>
<td>7%</td>
<td>14%</td>
<td>38%</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>Efficacy/Self-Determination:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does staff feel supported and empowered to improve their skills and want to be a part of the school community?</td>
<td>3%</td>
<td>8%</td>
<td>37%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Collegial Relationships:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does staff enjoy working together, support one another and feel valued and included?</td>
<td>4%</td>
<td>25%</td>
<td>39%</td>
<td>9%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Overall the staff is committed to working together to improve communication and deal with the challenges of improving our school culture. This survey will serve to inform the work of the School Improvement Team.

Table 3a: 4th grade Estabrook Student Perception Data (Gender Specific T = 47)

<table>
<thead>
<tr>
<th>Do you agree with these statements? (%)</th>
<th>Girls NO</th>
<th>Boys NO</th>
<th>Girls YES</th>
<th>Boys YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get a good education at Estabrook.</td>
<td>5</td>
<td>4</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>I try hard to learn.</td>
<td>0</td>
<td>4</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Other kids come to school to learn.</td>
<td>30</td>
<td>22</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>My school is safe.</td>
<td>20</td>
<td>15</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Students treat teachers with respect.</td>
<td>60</td>
<td>33</td>
<td>40</td>
<td>67</td>
</tr>
<tr>
<td>Students treat one another with respect.</td>
<td>55</td>
<td>56</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>Estabrook disciplines all kids fairly.</td>
<td>30</td>
<td>4</td>
<td>70</td>
<td>96</td>
</tr>
<tr>
<td>The adults at Estabrook know me very well.</td>
<td>40</td>
<td>37</td>
<td>60</td>
<td>63</td>
</tr>
<tr>
<td>The adults at Estabrook value what students think.</td>
<td>45</td>
<td>11</td>
<td>55</td>
<td>89</td>
</tr>
<tr>
<td>The principal is a good role model.</td>
<td>0</td>
<td>4</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

The SIT Team should look at the gender specific variances in three items on the Student Perception Data. 40% of the girls feel that students treat teachers with respect; 67% of the boys feel this is the case. 70% of the girls feel that Estabrook disciplines all students fairly; 96% of the boys feel this is true. 55% of the girls feel that the adults at Estabrook value what students think; 89% of the boys agree.

Data which combined boys and girls (T = 72) shows that our SIT objective on Climate and Culture must address the way stakeholders treat one another. Only 49% of students feel that students treat teachers with respect. Only 44% of students feel that students treat one another with respect. With only 63% of our students feeling that staff know them well, the factors contributing to this perception may include that our population is transient.
Our administration is sensitive to the needs of gender-specific instruction. This will be a determining factor in configuration of classes in the seventh and eighth grades the 2016 - 2017 school year. This will be an excellent opportunity for the collection of another data which could prove useful to our own and other districts. We anticipate, based on national data, that student performance on achievement testing will increase for both boys and girls in single-sex classrooms. The difference at one school cited (www.singlesexschools.org) was greatest for boys, who went from 37 percent scoring proficient in coed classes to 86 scoring proficient percent in the all-male classrooms. Girls’ scores saw an increase as well, although the jump was less dramatic. Preparations for this approach are well underway.

Estabrook Student Perception Data

Table 3b: 4th grade Student Perception Data (Non- Gender Specific T = 72 )

<table>
<thead>
<tr>
<th>Do you agree with these statements?</th>
<th>Yes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get a good education at Estabrook.</td>
<td>97</td>
</tr>
<tr>
<td>I try hard to learn.</td>
<td>94</td>
</tr>
<tr>
<td>Other kids come to school to learn.</td>
<td>90</td>
</tr>
<tr>
<td>My school is safe.</td>
<td>88</td>
</tr>
<tr>
<td>Students treat teachers with respect.</td>
<td>49</td>
</tr>
<tr>
<td>Students treat one another with respect.</td>
<td>44</td>
</tr>
<tr>
<td>Estabrook disciplines all kids fairly.</td>
<td>83</td>
</tr>
<tr>
<td>The adults at Estabrook know me very well.</td>
<td>63</td>
</tr>
<tr>
<td>The adults at Estabrook value what students think.</td>
<td>78</td>
</tr>
<tr>
<td>The principal is a good role model.</td>
<td>97</td>
</tr>
</tbody>
</table>

Estabrook SIT should consider carefully the social interaction between our students on academic achievement. We should compare released national data with the results of our own survey. This should be done fall, winter and spring. There is significant research found nationally to indicate that impact of student peer interactions on student academic achievement is profound. We will continue to review the work as part of the SIT planning and share with all stakeholders. This will be a priority. In analyzing the 1998 National Assessment of Educational Progress (NAEP) data on reading, we need to be conscious that: Peer interactions are a particularly strong influence on academic achievement, especially for fourth graders. The peer effect is independent of other factors such as race, ethnicity, gender, income, and other background variables. Family background (household environment and parental education) plays an important role in explaining achievement in both the fourth and eighth grades.

Student Achievement Data

The Everyday Math program was implemented this year. Teachers who followed the program with fidelity were confident in its success. They found the student growth to be 80% or higher. In the 2016-2017 school year the SIT will use the experience gained from this year to develop a program review of Everyday Math. Data Teams will continue work together to monitor student proficiency and monitor program changes as necessary throughout the year.

MEAP/MSTEP Alvarado will do regarding baseline data.

More parent perception data

During National African American Parent Involvement Day parents attended Workshop Sessions on curriculum in math and literacy in addition to visiting classrooms and participating in activities with students. Students presented readings as well as a play about Rosa Parks.
We conducted a NAAPID Survey with the following results.

Table 4: Parent NAAPID Survey

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Response</th>
<th>Response</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy the different Workshops?</td>
<td>Yes - 68%</td>
<td>No - 32%</td>
<td></td>
</tr>
<tr>
<td>Would you prefer A.M. or P.M. Workshop Sessions.?</td>
<td>AM - 85%</td>
<td>P.M. - 12%</td>
<td>Either - 7%</td>
</tr>
</tbody>
</table>

There were additional questions that required a written response.

Do you have any suggestions on how to improve our NAAPID?
More parental notice with flyers, e-mails, etc.
Schedule sent out ahead of time
More time with students, less workshops
Eliminate Workshops
Have it more often
Need more Black Male involvement

What can we do to encourage other parents to get involved?
Recruit to other cultures
Parents select schedule
Better advertising, school messenger, emails
Students recruit parents
More giveaways
Student reward for parent participation
Parents conduct workshops
Parent to parent recruitment

What specifically did you enjoy about NAAPID?
Spending time with my student
Attending the workshops
Student performance - play
See what's going on in school

The results will be presented and reviewed by the SIT to plan for the next year event. Effective parent involvement is an integral part in developing a strong partnership within the community for advancing student growth.

In summary, the results of our Comprehensive Needs Assessment is that we have made distinct progress with new curriculum. We anticipate that the majority of the 85 students who may come to us next year will be from another district school and they, as such, will have familiarity with our curriculum. This will greatly benefit them in transition.

As such, our goals for the needs of the whole population will be to
Demographic: We will plan in advance for the new students coming to our building as well as prepare the outgoing 7th and 8th graders for
change. We plan to further collaborate with the ELL staff to best serve our ELL students.
Perception: We will more fully collaborate with TC and ELL staff to better serve the needs of all children with special emphasis on those who most need help.
Achievement: We will continue to monitor the progress in Math and Reading using new curriculum and assessments as recommended by our Office of Student Affairs.
Programs: We will continue providing opportunities for both our elementary 2-5, and middle school population 6-8 to grow and have success at their level.

Estabrook has a fine reputation of meeting the needs of children who are disadvantaged. Our staff and surrounding community make a concerted effort to look closely at what we can do to help our children. With the ongoing commitment of various Washtenaw services and agencies (see Component 10 for more details), we will continue to improve the lives of all students--most especially those who are at-risk.

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

Our school goals are determined by our School Improvement Team (SIT). Our district has school goals based upon local, state, and standardized test data. Staff meets by grade level three times each month to organize and review assessment data to inform instruction. The 4th staff meeting of each month allows an opportunity for SIT to confer and report to staff. Based on data, one of our goals for next year is Literacy.

Staff uses the results of NWEA to monitor progress throughout the school year. Student growth over time and detailed progress can also be reviewed annually.

In both the Math and ELA programs we are using NWEA, M-Step/MEAP 5 components for growth and local assessments. The local assessments are the pre & post-test data from the Everyday Math Program and MAISA Program. SIT will conduct quarterly reviews of the assessments on instructional strategies.

School goals for 2017 - 2018 were in climate and culture, math and reading. 90-minute uninterrupted blocks were implemented in Literacy and Math. Grade level data teams and SIT meet to analyze data used in decision-making. We address the needs of all students but identify target populations through the RtI process. Students are referred to Title 1, ELL, or Teacher Consultant staff as indicated.

SIT Goal 1: Estabrook Elementary stakeholders will create a positive climate and culture.
Measurable Objective 1: Demonstrate a behavior that will promote an environment which respects safety, cultivates relationships, and facilitates an environment that supports teaching and learning as measured by a 10% quarterly decrease in discipline referrals.

Strategy 1:
Implement restorative practices with fidelity, including effective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences.
Category:
Research Cited: http://www.safersanerschools.org/
http://www.educationalleadership-digital.com/educationalleadership/2

Strategy 2
Implement conscience discipline practices with fidelity - Cultural Proficiency
1. Participants will increase personal knowledge and awareness of race, class, and inequality in schools.
2. Participants will develop dialogue and relationship building skills.
3. Every educator will develop economically just curriculum and pedagogical approaches.

Research Cited:

SIT Goal 2: All students at Estabrook Elementary will increase their math proficiency.

Measurable Objective 1
100% of Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in targeted strand areas in Mathematics as measured by an increase of at least 10% in targeted NWEA math strands data.

Strategy 1:
90 Minute Math Block - Each teacher will schedule uninterrupted 90-minute block for daily math instruction. The math block will include a 5-10 minute warm-up, 15-minute whole group mini lesson followed by small group differentiated instruction, independent practice, work with technology, and/or math games/problem-solving activities. Continue use of Reflex Math for elementary grades.

Research Cited:
Ball, D., Boerst, the University of Michigan in Elementary Math, (Collaborative Assessment of Teaching Ongoing Research Project)

Strategy 2
Supplemental Enrichment Opportunities - Students will receive small group intervention during after school, and/or will participate in activities to help support their academic achievement.

SIT Goal 3: All student at Estabrook Elementary will increase their reading proficiency.

Measurable Objective 1:
100% of Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in targeted strand areas in English Language Arts as measured by an increase of at least 10% on targeted NWEA strand data.

Strategy 1:
90 Minute Uninterrupted Reading Block - Each teacher will schedule uninterrupted 90-minute block for daily reading instruction. The reading block will include 15-20 minute whole group mini lesson followed by small differentiated guided reading groups, instructions, independent practice, and work with technology. A second whole group mini-lesson may be taught and be followed by small group differentiated instruction, independent practice, work with technology, and a reflective learning task. A possible third mini lesson could be taught on a word working focus. Topics for the mini-lesson will include comprehension, accuracy, fluency and expanding vocabulary instruction.

Category:

Strategy 2:
Supplemental Enrichment Opportunities - Students will receive small group intervention during after school. Parents will participate in activities to help support their children's academic achievement and learn strategies in Family Night activities.

Category:

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?

Estabrook Learning Community is committed to all students attending our school. We focus on all students getting what they need. The goals are developed through collaboration of teachers and the teacher consultants for individual students which allow each student to work in a manner that supports their academic growth. The common core standards are incorporated into our unit planners across the curriculum.

Classroom teachers continually monitor the progress of students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student; individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessments.

The literacy and math goals support the needs of our students by addressing the areas in which we struggle. Though the goal may not directly address the needs of our disadvantage students, we utilized our action steps to guide us in helping all of our students get what they need academically.

To close achievement gaps of at-risk students and increase the academic achievement of all students, we focus our efforts on core instruction, supported by research-based programs and processes proven to be effective. These include: Response to intervention (RTI) - a 3-tiered program of support that starts with classroom teacher interventions, progressing to supplemental support, both inside and outside the classroom, and referrals for additional services (i.e. Special Education); and Extended Learning Opportunities- designed to address the needs of both students considered at risk and students who may benefit from accelerated programs; ELL Summer School Programs offered additional focused instruction on individuals' needs provided during the summer.

Extended learning opportunities are designed to address the needs of both students considered at risk and those who are at or above grade level. Classroom teachers differentiate instruction to incorporate features that help foster higher levels of learning at every grade level. Providing multiple avenues for representing and solving problems, as well as, connecting the curriculum to real-world, age appropriate contexts.
Component 2: Schoolwide Reform Strategies

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

Our administrator and our district curriculum office emphasis is on the importance of child-centered instruction. Additionally, we will continue to promote the process of self-assessment next year. The decision to adopt the Everyday Math curriculum is reflective of this emphasis on a constructivist approach to learning as well as self-assessment. Our Reading program places a great deal of emphasis on leveled-guided groups. Our children are taught to think metacognitively and apply knowledge across the curriculum. One good example of this was the work done in the ELL after-school tutoring.

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

The district has curriculum specialists who carefully selected research-based materials to serve teachers district-wide in providing an accelerated curriculum to move all students forward. One example of this is the adoption of the research-based University of Chicago’s Everyday Math program. Teachers have been given professional development and are part of online communities to learn the strategies which are most effective for advancing student achievement. The constructivist approach include a spiraling of strategies and content which allows for cross-grade goals in problem solving, reasoning, and modeling. The strategies are taught using a spiraling curriculum at three levels: Readiness, Enrichment, and Extra Practice. There is also a component to scaffold English Language Learners. Offering opportunities for students to work in whole group (the strategy of explicit teacher modeling), small group, partner (the strategy of structured peer tutoring), and independent configurations accelerates and enriches the curriculum. mathematical reasoning and development of “math sense” Everyday Math uses as an important strategy the use of researched-based instructional games. A strategy which is being used in Everyday Math which is being adapted to other areas of curriculum is that of student self-assessment.

Our school is using the research-based MAISA program for ELA. Reading is done in 90-minute blocks and includes strategies such as guided reading, shared reading, strategy groups, and independent reading. Writing strategies include modeled writing, shared writing, strategy groups, and interactive writing.

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

The comprehensive needs assessment indicated that there were deficiencies in both math and reading. The district adopted the Everyday Math Program, Reflex Math, the Developmental Reading Assessment (DRA2), and the MAISA Program for Writing. All three of these programs were implemented for the 2015-2016 school year. This was truly an enormous undertaking for the district to adopt in one year. It is customary for states or school districts to adopt textbooks in a five (or three) year cycle rotating amongst the core subjects. There are many factors and variables to consider so as to determine the degree to which this rapid influx of new curriculum has impacted on student progress.
accomplishment at every grade level as it incorporates features to help make mathematics accessible to all students. The spiraling of skills and strategies is research-based. When taught with fidelity of instruction, it is very successful. Estabrook students made good progress using this program which incorporates

Games to reinforce skills and concepts;
Various manipulatives to allow for transfer of concrete to abstract concepts;
Connecting the developmental study of mathematics to real-world contexts;
Use of multiple algorithms and strategies for solving problems;
Individual, partner, and small group activities as indicated by data;
Risk-taking with encouragement of multiple algorithms and strategies;
Repeated exposures to concept and skills through spiraling format;
Engaging open-ended activities to meet the needs of all students; and
Multiple levels of instruction to include re-teaching and enriching.

The district begin to use this year the Developmental Reading Assessment 2nd edition (DRA2). DRA2 is a diagnostic assessment that provides teachers with information to determine both students' individual reading levels as well as what strategies should be taught. A Component which allows for quick monitoring and measurement of growth after the benchmark assessment helps monitor progress. Teachers are provided a focus for continued classroom instruction to ensure reading deficits are being addressed. The DRA2 Word Analysis component provided a system for use in Title I settings to work with struggling readers to determine the effectiveness of interventions.

Teachers have found that the DRA2 benchmark assessment is time-consuming.

The MAISA Program is a research-based collective effort of Michigan Educators in the development of ELA Common Core-aligned units of study that were piloted and reviewed by teachers statewide. It is a comprehensive K-12 curriculum that is aligned to the standards across grades. These units are not scripts but are guidelines for teachers to adapt as needed for their population and content.

Estabrook purchased a Scholastic Leveled Guided Reading Library to facilitate differentiated guided reading groups in classrooms. SRA Corrective Reading, a direct instruction program to assist in decoding strategies.

Fountas and Pinnell is a leveled literacy intervention. We use the kit for 2nd grade. Children benefit from the family literacy component.

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.

Estabrook (and the entire District) is directed to use reform strategies which are Research-based. Our teachers compile, analyze, and use objective evidence to inform the design an academic program or guide the modification of instructional techniques. For example, second grade teachers have systematically reviewed data on the new Everyday Math Program determine which students may need some form of specialized assistance and which students may be in need of enrichment activities. School-wide we will use the PBIS to look at absenteeism, disciplinary infractions, and course-failure so as to identify students who are more likely to struggle when they leave us next year. Staff including our Restorative Practice coach can proactively put in place academic programs, services, and learning opportunities to reduce the likelihood that those students will fail. (This specific example is often called an "early warning system.")
wide variety of "qualitative" information to diagnose student-learning needs or improve academic programming, including discussions through our Restorative Practice and PBIS programs. During our grade-level data meetings teachers may discuss student-work samples as a way to improve their teaching skills or modify instructional techniques in ways that work better for all--but especially the struggling at-risk--students. Our Estabrook data team meetings and SIT meetings find our strengths and weaknesses so as to determine what improvements to make to instruction. Our staff has been given the authority by the administration to deem which data is important to their students’ achievement--as well as for staff evaluation.

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

Response to Intervention (RtI)
Classroom teachers utilize Response to Intervention (RtI) to enhance the learning of all children. Tier 1 interventions are provided by general education staff. The data collected by the general education or classroom staff is utilized by Tier 2 staff and Tier 3 special education staff to help establish whether a child's learning problems are due or not due to a lack of appropriate instruction and to help establish that the child's problems are posing such an adverse impact that the child may need special education in order to benefit from the classroom curriculum. Tier 3 is provided by special education staff. RtI includes problem-solving, research-based intervention, monitoring of student progress, etc.

Positive Behavior Intervention and Supports (PBIS)
A school-wide PBIS system is being utilized. PBIS is a team-based framework that focuses on school-wide positive behavioral interventions and supports. All students in all grades are currently included in individual or group restorative conferencing lead by trained school staff. There is a school-wide reward system that includes home-visits by our principal congratulating individual students for displaying excellent or improved behavior. Students receive a certificate. Assemblies have been held to congratulate students with improved or excellent academic and/or behavioral progress.

Other incentives at Estabrook
All Grades (2 - 5) will utilize a visual clip chart to monitor behavior. Consequences and rewards are given in each classroom. A weekly character assembly will be implemented to review and educate students on various character traits.

Individual students throughout the school have daily travel cards with incentives (rewards) included. Some students have a daily travel card and a Behavior Intervention Plan (BIP) and/or a Safety Plan. Most travel cards are sent home daily for return to school with parent signature. The parents of children that use a travel card are informed daily of both positive and challenging behavior.
### Component 3: Instruction by Highly Qualified Staff

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<tr>
<td>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.</td>
<td>No</td>
<td>Paraprofessionals at our school and in our district meet the NCLB requirements for highly qualified. In close proximity to a teacher certification university, our paraprofessionals throughout the district are often certified teachers! They absolutely must meet one of four requirements for hiring: They must have a BA; They must have a high school diploma + successful score on the Michigan Readiness Exam; They must have a high school diploma + Michigan Basic Skills Test; or They must have a high school diploma + 90 hours of college.</td>
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<td>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.</td>
<td>No</td>
<td>All of the teachers at Estabrook meet the NCLB requirements for being highly qualified. Of the 17 classroom teachers, 6 or 35% have advanced degrees. There is a range of years of service with a total of 9.47 years on the average. Most of our teachers have participated in training to make them sensitive and proficient in dealing with the socio-economic disparities.</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

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

The 2017-2018 SY had 10/17 teachers or 59% of the homeroom teachers return back to the district/Estabrook for the upcoming school year. With the removal of middle school for the 2018-2019 SY, Estabrook will have only 12 Homeroom classes.

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

The Human Resource (HR) and Office of Student Affairs (OSA) departments will be responsible for the oversight of the employment process. This includes all aspects of staffing from the establishment of FTE need, hiring, induction and supervision and evaluation.

The "Employment Process" will include:

1) Identify needs
Building administrators and/or Administrative Cabinet members must complete a Position Justification form before a position is posted. The Human Resource office will determine needs in non-professional staff positions based on student counts and projections, retirements, and growth. The Office of Student Affairs will determine needs in professional staff positions based on student counts and projections, retirements, and growth. Building administrators must complete a Position Justification form before a position is posted. Only the Superintendent, HR Director or Director of Student Affairs may recommend a position to be posted.

2) Developing an "Applicant Pool" - Recruiting -
Develop pool of quality applicants through the use of available resources - staff recommendations, advertising, relationships with universities. A "YCS All" email will be sent to notify internal applicants of an open position.
Look for internal candidates (for example - paraeducators with the necessary certification)
Internal candidates' supervisors will complete a Recommendation for Interview form

Advertising

3) Pre-Screening / Paper Screening
Use a rubric to assess candidates - determine what qualities a "best fit" candidate would possess (certification, experience, etc.)
Using AppliTrack - develop a system to analyze candidates using the technical potential of the system (job fit scores)
Specialized review of candidates - develop a separate rubric for specialized candidates
Professional staff applicants will be chosen by the Building Administrator.
HRS will set up the interview schedule using the AppliTrack system, print the interview candidate resumes and online applications for the interview team

4) First Interview - Site Team, Professional Staff Candidates
Candidate may be asked to teach a lesson, run an IEP meeting, etc., as appropriate for the position
Team of interviewers (administrator, teachers, parents, students if appropriate)
Team will follow the Interview Protocol guiding document
HRS supports these teams as needed
Team will select the top three candidates

First Interview - Administrative Staff Candidates
Candidate will be asked to present based on a specific topic
Team of interviewers (Office of Student Affairs representative, building administrators, teachers, parents, students if appropriate)
Team will follow the Interview Protocol guiding document
Team will select the top four candidates

4) Second Interview - Professional Staff Candidates - Administrative Review
Candidates will interview with the superintendent or the appropriate Office of Student Affairs representative

Second Interview - Administrative Staff Candidates
Team of interviewers (Central Office Administrative Cabinet)
Team will follow the Interview Protocol guiding document
Team will select the top three candidates

5) Third Interview - Administrative Staff Candidates
Candidates will interview with the superintendent or the appropriate Office of Student Affairs representative

6) Reference Checks
One person (HR) does all checks
A consistent set of questions will be used
Specialized questions based on position

7) Onboarding/Induction
Candidates names will be added to the Board of Education agenda under the Consent Agenda section for New Hires
Candidates will be contacted by HR to complete insurance, payroll etc.
Hiring letters will be sent to the new staff members with contract days, rate of pay
New staff will be required to complete Moodle courses
New professional staff will be added to the mentor program

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

The district has created monthly Mentorship classes for Mentors and Mentees. Instructional Coaches are distributed around the district to assist teachers with curriculum and resource needs. Dean’s of Students, Restorative Coaches, and At-Riak Social Workers have been placed in every building to assist students with emotional/behavior needs. This allows new teachers in the district to work on their craft and not have to spend the majority of their time on behavior issues.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.
The District has adopted the Michigan Blue Print Network. This allows Talent Management to recruit new staff to the district.

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?

More observations with valid feedback and professional development to allow a staff member to grow as an educator. A better climate and culture that will allow teachers to teach and not have to deal to discipline issues all day.
1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Elementary staff will be trained in Conscious Discipline, FOSS Science, Imagine Math, and K-3 Foundations (2nd and 3rd Grade Teachers Only).

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

Teachers will receive Professional Development by consultants during Professional Development Days and team consultation by the Instructional Coaches throughout the school year.

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<td>3. The school's Professional Learning Plan is complete.</td>
<td></td>
<td>Yes</td>
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<td>YCS Professional Learning Plan</td>
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Component 6: Strategies to Increase Parental Involvement

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

In September, Estabrook had an Open House which was preceded by our annual Title 1 Meeting. At this meeting, parents were given their “Right to Know” letters and were invited to join PTO.

A Parent Involvement Committee was formed with the goal to increase parent volunteerism. Surveys were sent to parents asking them how they would be willing to volunteer in their child’s school, as well as asking about any special skills or talents that they would like to share. Knowing that there is a very direct correlation between the time parents and guardians are at the school volunteering and the degree of student success. We will encourage all classroom teachers and support staff to help us with this plan which seems critical to implement for the upcoming school year. We need to present to parents lists of options for volunteering and encourage them to join us!

As part of our School Improvement, we make the matter of “Climate and Culture” a priority. We want our parents to know that they are one of the pillars of support to each and every student enrolled at Estabrook.

We were especially surprised that so very few families wanted help with finding support in the community for family and adult literacy. We were also amazed at the numbers of parents who wanted help in assisting children with writing. The staff has discussed the importance of working with parents in writing across the curriculum. We hope to look into the option of having our parent involvement nights take on the form of curriculum nights at grade level. This would allow for Title 1 and classroom teachers to support parents with writing across the curriculum at grade level and more specific endeavors.

Additional routines to increase parent involvement:
- Sunday Night calls to all families from the principal with the overview of the week
- Weekly newsletter with calendar updates
- Back to School Night/Annual Title I Parent Meeting
- Parent University developed to instruct parents in how they can help their student be successful.
- Title I Parent Compacts
- 2-5 student daily homework folders/weekly communication
- Student planners requiring parent signatures
- Monthly school activities calendar
- BLOOM - Internet-based teacher communication implemented to give teachers an additional communication tool with parents.
- Online access to math and reading programs shared with parents
- PTO monthly meetings
- PTO committee work (fundraisers, school carnival)
- “Open door” policy to allow parents to visit classrooms
- NAAPID at Night to increase awareness of the need for parent involvement
- NAAPID Day including guest speakers and student performances
2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Estabrook will continue to increase efforts to involve parents in their children's education. We coordinate our efforts in a manner which is research-based and data-driven.

Research has identified a number of types of parent involvement in children's education:
Parenting (establishing a home learning environment),
Learning at Home (helping children with learning activities at home),
Communicating (school-home communications),
Volunteering (parent volunteer work at the school site),
Decision Making (parents having a meaningful role in school decisions affecting their children's education) and Community Collaboration (identifying and using community resources to support their children's learning)

As part of the process of evaluating the effectiveness of the parent involvement plan, various survey instruments were developed by the school Improvement's Parental Involvement Committee. These surveys were distributed by all classroom teachers. This survey was given parents at Title I events to examine the parental perception of Title 1 events for families.

We need to do further work on providing opportunities for all parents in parent involvement of various sorts at Estabrook. It would be beneficial to compare the findings of such a survey with those of the targeted group.

As citizens of Washtenaw County, Ypsilanti Community Schools participates in National African American Involvement Day (NAAPID). This year, Estabrook was the host for the judging of posters to advertise the event, the theme of which is Parent Involvement.

Estabrook also has an annual NAAPID by Day event. Many activities support parent participation in school.

Surveys were done of parent perception and participation.

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

We have had very little parent participation in the evaluation of the school-wide plan over the years. We are optimistic that this will change for next year; it, in fact, is one of our goals to further involve parents in this process. We are a school in transition, and inviting new families to participate in activities at the school will be a priority. We will conduct a School Improvement and Parent Involvement session at Open House. We hope to again invite people to serve on School Improvement for next year. Our PTO and its committees will also need to do recruitment for this year. The new principal has brought many ideas to the building which have increased parent involvement. He has delegated the task of increasing parent involvement to our teachers. Staff has bought into the idea that parent involvement is a critical component of increasing our academic achievement and equity. Our awards night event in June had a full auditorium.
5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Estabrook will continue the Parent University classes. During the 2018-2019 SY, we will offer 9 classes and 1 Parent Writing night that focused on the district's initiatives and academic needs of our students (based on NWEA/M-Step Scores). We will continue to implement the same program for the upcoming year.

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

We will use the end-of-year surveys and parent university surveys along with parent participation in after-school activities and parent volunteerism.

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

Parent feedback from surveys and activities will be used to determine desired activities for the following school year.

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

The current school parent compact was developed during the 2016-2017 school year. It was revised for the 2017-2018 SY and was distributed during the fall parent teacher conferences.

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

Our teachers share this information with their parents at conferences. They allow parents time to read through and ask questions as needed. The goal of sharing this information at Parent-Teacher conferences is to reinforce a positive relationship between the teacher and families.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?
Our teachers share this information with their parents at conferences. They allow parents time to read through and ask questions as needed. The goal of sharing this information at Parent-Teacher conferences is to reinforce a positive relationship between the teacher and families.

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

All information is provided to parents in parent-friendly language. Education terms are explained when necessary. Newsletters are translated for non-English speaking parents. Translators are available within the building to assist during conferences, conversations and phone calls as needed. In an effort to provide additional assistance, our ELL teachers work with our parents that have limited English proficiency opportunities to ask follow-up questions. We have a very mixed level of parent literacy levels in southeastern Michigan. Some data suggests that one in four adults is functionally illiterate. As such, we make a conscious effort to support adults who may otherwise be hesitant to come to a school environment in fear of being asked to read and sign documents. We allow parents to take home forms to sign. Our community has various agencies which offer help to parents who need help with understanding various sorts of documentation related to school enrollment and more.
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?

N/A - This is conducted within our Early learning Centers

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 - This is conducted within our Early learning Centers
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 were trained to use data in an efficacious manner to drive instruction. As new curriculum has been adopted for ELA (MAISA) and Math (Everyday Math in grades 2-5 and Big Idea Math in grades 6-8), there is a research-based orchestration of curriculum at district-level. Each school maintains a spreadsheet for organization of data harvested from assessments using the district-wide curriculum protocol and assessment schedule. Teachers across the district work at grade-level data teams to analyze this data and to inform instruction. Teachers in data teams as well as SIP use a system of inquiry to reflect on student data and take action. The process of reflection and action is ongoing and serves to produce greater levels of student achievement and student equity. Our NWEA data allows us to disaggregate data by ethnicity and gender. The organization of this data in disaggregated format allows for an overview to see if there are specific impediments to progress and, if so, to set goals for individuals and small groups. Tier 2 helps intervene with students demonstrating lowest achievement so as to remedy discrepancies in student equity.

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

Estabrook follows the district-wide design of data analysis for improving academic achievement of all students. Data-teams are organized at grade-level. Meetings are scheduled to allow classroom teachers to reflect upon achievement data resulting from teacher assessments as well as from data done in response to the district-wide curriculum protocol and assessment schedule. Data is always immediately accessible by all instructional staff. Flexible grouping for small-group instruction allows for academic needs to be addressed within the classroom with the help of the Title 1 and other support staff. Grade-level data and SIT reports are companion pieces in endeavors of all teachers to continuously work to improve upon student achievement progress and equity.
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.

At Estabrook, our teachers and support staff collaborate regularly at Data Team (grade level teachers, support staff, specials teachers and Title teachers) meetings to evaluate their grade level's achievement. In these meetings, our staff determines problems of practice, instructional next steps, and interventions. This is based on district's assessment protocols following the common core curriculum.

Students are identified by classroom teachers who are constantly monitoring each child's progress to determine if they are not functioning at grade level in any content area. This information is brought to the data team meetings in an effort to identify appropriate interventions. Teachers use state, district and local assessments, Developmental Reading Assessments, Words Your Way Inventory, report cards, progress reports and teacher observations to remain alert to any needs as they emerge.

The Response to Intervention (RtI) process is used to identify students in need of additional support by Tier 3 staff. The RtI is a 3-tiered model that allows for identification and support to students in all subject areas and grade levels. Classroom teachers at Level 1 provide differentiated instruction. Title 1 staff will provide a second level of interventions which may include pull-out and push-in support to individuals and small groups. Interventions include focus work in Math and Reading. More detailed data is maintained if there are students who do not respond to Tier 2 instruction; this data can be used to inform decisions to determine eligibility for more intensive Tier 3 support services.

Interventions may include an evaluation to determine if the student may be eligible for special education services.

Data Teams meet regularly to review the progress of students brought before the team, and to recommend levels of interventions available. Interventions are implemented in a timely manner in an effort to minimize the time required for each intervention, and to provide remediation immediately and effectively. Parents are an integral part of the process to ensure continued parent support and involvement.

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?

At the beginning of the year the process of identification of students begins through the review and continued triangulation of data. Title 1 staff reviews caseloads from the previous year and begins the process of triangulation of data so as to determine which students to support in four subject areas: Reading, Math, Science, and Social Studies. Our program supports students in the under 30th percentile. We use assorted high-quality academic assessments the ongoing progress of the entire population with special attention given to the at-risk students. It is our objective to meet the educational needs of our low-achieving students so as to close the achievement gap while simultaneously offering supports needed for our high-performing students to continue to progress. Student progress is continually monitored by classroom teachers. Maintaining an assessment database allows for other staff to also attend to the monitoring of progress or lack thereof of all students; students are seen from various and multiple vantage points. Grades 2 - 5 have leveled literacy workshops to build on fluency and comprehension skills. Progress monitoring is done with the DRA2 Assessment kits as well as routine checks of sight word vocabulary, in
addition to using the Words Your Way for word pattern assessing. As a child shows any marked degree of delay in mastering academic achievement standards, intervention is provided by strategy grouping in the classroom or with a teacher beginning the process of referral to Tier 2 and Tier 3 supports. Tier 2 supports include assorted curriculum materials including Fountas and Pinnell for second grade, SRI Corrective Reading in grades 4 and 5. If students have not responded well to supports in Tier 1 and Tier 2 interventions, data and documentation is reviewed and amended by the RtI team. It is the objective of the RtI team to provide maximum available support to students until they can make adequate progress. Parents are involved in these decisions and are provided with recommendations regarding ways in which to support students at home. After-school tutoring for ELL, lower elementary, and middles school is available to children who indicate need for extra support. These are available to our students using Title I and Title III funds as well as through private and federally-funded programs such as; Bright Futures, America Reads and 826Michigan.

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

At Estabrook, our teachers and support staff collaborate at Data Team Meetings to evaluate their grade level’s achievement. In these meetings, our staff determines areas of student difficulties, problems of practice, instructional next steps, and interventions. Classroom teachers continually monitor the progress of all students. Students who require additional assistance first receive research-based classroom interventions provided by the general education teacher. This support includes differentiation of instruction to meet the needs of each student: individual and/or small group instruction, flexible grouping, leveled reading materials across the curriculum, including science and social studies, accommodations in the classroom setting, individualized assignments or materials, additional time on task, enlisted parent involvement and support, and alternative forms of assessment.

Teachers work to integrate learning in an interdisciplinary format. 2nd graders researched a topic and wrote an informational textbook. By doing a cross-curricular approach to these studies, students became very familiar with text features and the difference between fiction and nonfiction texts. Item-analysis of local assessments showed a remarkable increase in understanding text features; this activity greatly enhanced students’ abilities to use and learn from nonfiction texts.
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.

We offer Title 1 teachers, 31A-At Risk Social Workers and Media Specialist to work with or Tier 2 students.

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.

The Title 1 Teachers will work with students in the bottom 10% of Reading and Math (based off of the Fall test scores).
The 31A At-Riak Social Workers will work with students who have had multiple referrals of suspensions due to behavior
The Media Specialist will work with 2nd and 3rd Graders in Reading using Guided Reading and 4th and 5th Graders in math using Reflex Math

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.

Truant Officers will assist in student with high absentee
At Risks Social workers will be working with students with high behavior referrals
Restorative Coaches will work with staff to ensure composure in students and staff
Dean's of Students will work with staff on Procedures and Routines

All these staff are placed at Estabrook to ensure that students spend more time in the classroom learning and not at home due to attendance/behavior problems.
Evaluation:

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

Parent, Staff, and Student Surveys

School Improvement Team will develop an evaluation too for all initiates.

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.

We will use the data from NWEA. local assessments, and M-Step to determine student growth and ensure our district initiatives are working for our staff and students.

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.

N/A at this time

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 will evaluate the plan quarterly throughout the year.
2018-19 Estabrook SIP
Overview

Plan Name

2018-19 Estabrook SIP

Plan Description
# Goals Summary

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Estabrook Elementary stakeholders will create a positive climate and culture by decreasing the suspension rates by 10% from the previous school year</td>
<td>Objectives:1, Strategies:2, Activities:3</td>
<td>Organizational</td>
<td>$500</td>
</tr>
<tr>
<td>2</td>
<td>All students at Estabrook Elementary will increase their math growth by 3% based on the Fall to Winter NWEA scores.</td>
<td>Objectives:1, Strategies:2, Activities:5</td>
<td>Academic</td>
<td>$58250</td>
</tr>
<tr>
<td>3</td>
<td>All students at Estabrook Elementary will increase their reading growth by 3% based on the Fall to Winter NWEA scores.</td>
<td>Objectives:1, Strategies:2, Activities:5</td>
<td>Academic</td>
<td>$58000</td>
</tr>
<tr>
<td>4</td>
<td>Estabrook Elementary stakeholders will create a positive climate and culture by decreasing the truancy rate by 5% from the previous school year</td>
<td>Objectives:1, Strategies:1, Activities:1</td>
<td>Academic</td>
<td>$40000</td>
</tr>
</tbody>
</table>
Goal 1: Estabrook Elementary stakeholders will create a positive climate and culture by decreasing the suspension rates by 10% from the previous school year

Measurable Objective 1: demonstrate a behavior that will promote an environment which respects safety, cultivates relationships, and facilitates an environment that supports teaching and learning by 06/14/2019 as measured by a 10% annual data based on student suspensions.

Strategy 1:
Implement restorative practices with fidelity - The Whole-School Change Program involves 11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements. http://www.safersanerschools.org/

Category: School Culture
Research Cited: http://www.safersanerschools.org/
http://www.educationalleadership-digital.com/educationalleadership/2014summer?pg=54&pm=2&fs=1#pg54
http://www.nxtbook.com/nxtbooks/integratedresearchsrvcs/pr_201112/#/4
http://www.iirp.edu/pdf/IIRP-Improving-School-Climate.pdf

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Positive Behavior Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Strategy 2:

Initiative for Improved Attendance - A systematic monitoring and response to student attendance will be employed in each classroom weekly. When a student's attendance pattern falls below the 90% attendance requirement and/or trajectory of attendance places the student at-risk for attendance interventions the following strategies will be employed:

1. Monitoring of attendance by teacher through the school wide attendance report system will trigger the tracking of longitudinal student attendance for that student.
2. Communication and interventions with the student regarding their attendance patterns will progress by the following process:
   a. teacher-student
   b. teacher-parent/family-student
   c. teacher-social worker-student
   d. teacher-social worker-student-parent/family
   e. teacher-administrator-social worker-student-parent/family

Throughout this process the building administrator and/or social worker will follow the procedures and guidelines outlined in the Washtenaw County Truancy Estabrook stakeholders will implement PBIS with identified students to support behavior and social-emtional development.
Intervention Program.

Category: Other - Character Education


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and Conferring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SY 2018-2019
**Goal 2:** All student at Estabrook Elementary will increase their math growth by 3% based on the Fall to Winter NWEA scores.

**Measurable Objective 1:**
100% of Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in targeted strand areas in Mathematics by 05/31/2019 as measured by 3% increase on the Winter Math NWEA exam.

**Strategy 1:**
90 Minute Math Block - Each teacher will schedule uninterrupted 90 minute block for daily math instruction. The math block will include a 5-10 minute warm-up, 15-20 minute whole group mini lesson followed by small group differentiated instruction, independent practice, work with technology, and/or math games/problem solving activities. A second whole group mini lesson may be taught and then be followed by small group differentiated instruction, independent practice, work with technology, math games/problem solving activities and a reflective learning task.

Category: Mathematics


http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default
http://www.thedailycafe.com/

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Mini Lesson</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

| Bi-weekly at staff meeting teachers will bring behavior concerns to be monitored and progressive interventions will be employed, as outlined in the strategy for attendance, for those students who are having difficulty in their classrooms. Students will continue to be monitored and supported throughout the year. | Behavioral Support Program, Parent Involvement, Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $0 | General Fund | All staff |
Whole group instruction lasting no longer than 20 minutes, utilizing the Calendar Math, Reflex Math, and lesson within the Everyday Math curriculum. The mini lesson will incorporate the use of erasable white boards, markers, and document cameras to maximize student engagement, and Interactive whiteboards for direct instruction and interactive technology enrichment.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$250</td>
<td>Title I Schoolwide</td>
<td>Principal, Classroom Teachers, Teacher Consultant, ESL Teachers, Resource Room Teachers, Title I Teachers, Para Educators</td>
</tr>
<tr>
<td>Leveled activities will be selected with independent work with the teacher focusing on strategies from Everyday Math. Additional workstations will be implemented for the rest of the class. Formative assessment and NWEA data will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, dice, erasable white boards, dry erase markers, plastic baggies, and lamination. Additional online resources such as IXL math, ReFlex Math, Calendar Math, BrainPop, and Xtra Math.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$2500</td>
<td>Title I Schoolwide</td>
</tr>
<tr>
<td>Supplemental Intervention</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Source Of Funding</td>
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</tr>
</tbody>
</table>
Strategic Plan

School Improvement Plan
Estabrook Elementary School

The Instructional Advocate, Title I Math Teacher, and Academic Mentor will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices. The Instructional Advocate, Title I Math teacher and Academic Mentor will integrate the math and science curriculum in order to strengthen both math and science skills.

<table>
<thead>
<tr>
<th>Activity - Extended Day Enrichment Programs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

Strategy 2:
Supplemental Enrichment Opportunities - Students will receive small group intervention during after school, after school, and/or Saturday School programs. Parents and staff will participate in activities to help support their children's academic achievement.

Category: Mathematics


Tier: Tier 3
Certified Teachers will provide supplemental math support in small group context. Staff will perform formative and summative assessments to track student progress to determine gains made as a result in participating in this program. Students will be identified to participate in the program based on Title I eligibility criteria. Busses will be provided to transport eligible students home at the end of the enrichment program. Extended enrichment activities may include before and after school enrichment, Saturday School and Summer School.

### Academic Support Program

**Tier 3**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$5000</td>
<td>Title I Schoolwide</td>
<td>Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Instruction Advocate, Academic Mentor, Para Educators</td>
</tr>
</tbody>
</table>

### Activity - Family & Community Involvement

For the Family/Community Involvement Math and Science events, classroom teachers, Title I math teacher, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that Family/Community can use to facilitate and reinforce math and science skills development at home.

### Goal 3: All students at Estabrook Elementary will increase their reading growth by 3% based on the Fall to Winter NWEA scores.

**Measurable Objective 1:**
Strategy 1:
90 Minute Uninterrupted Reading Block - Each teacher will schedule uninterrupted 90 minute block for daily reading instruction. The reading block will include 15-20 minute whole group mini lesson followed by small group differentiated instructions, independent practice, and work with technology. A second whole group mini lesson may be taught and be followed by small group differentiated instruction, independent practice, work with technology, and a reflective learning task. A possible third mini lesson could be taught on a word working focus. Topics for the mini lesson will include comprehension, accuracy, fluency and expanding vocabulary instruction.

Category: English/Language Arts


http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default


Tier: Tier 1
Teachers will provide whole group instruction (no longer than 20 minutes) utilizing the CCSS, MAISA curriculum, and the CAFE. The mini lessons will incorporate the use of erasable white boards and markers to maximize student engagement. Additionally, document cameras, and interactive white boards will be used for modeling, mentor texts, direct instruction and interactive lessons.

<table>
<thead>
<tr>
<th>Activity - Differentiated Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leveled activities will be selected that connect with the CCSS, MAISA, and NWEA DesCartes to meet individual student needs. Formative assessments and NWEA data will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include: spiral notebooks/composition books, card stock, folders, three ring binders with plastic protectors, writing utensils, glue sticks, erasable white boards, dry erase markers, plastic baggies, and lamination. Additionally online tools will be used such as Accelerated Reader, Reading A-to-Z, RAZ Kids, Brainpop, More Starfall, Scholastic News, and National Geographic.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$2500</td>
<td>Title I Schoolwide</td>
<td>Principal, Classroom Teacher, Title I Teachers, ESL Teachers, Resource Room Teachers, Teacher Consultants, Para Educators, Instructional Advocate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Supplemental Intervention</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>
Strategy 2: Supplemental Enrichment Opportunities - Students will receive small group intervention after school, and/or Saturday School programs. Parents and staff will participate in activities to help support their children's academic achievement.

Category: English/Language Arts


Tier: Tier 3

<table>
<thead>
<tr>
<th>Activity - Extended Day Enrichment Programs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Certified Teachers will provide supplemental reading support in a small group context. Staff will perform formative and summative assessments to track student progress to determine gains made as a result in participating in this program. Students will be identified to participate in the program based on Title I eligibility criteria. Busses will be provided to transport eligible students home at the end of the enrichment program. Extended enrichment activities may include before and after school enrichment, Saturday School, and Summer School. Students will also have the opportunity to participate in field trips which may include 826 Michigan and Michigan Theater live plays.

<table>
<thead>
<tr>
<th>Activity - Family &amp; Community Involvement</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the Family and Community Involvement literacy events, classroom teachers, the Title I teacher, instructional advocate, and support staff will present literacy concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share literacy games, online games and programs, and strategies that Family and Community can use to facilitate and reinforce reading and writing skill development at home. Family and Community members will participate in hands-on literacy projects and will receive make and take materials (e.g., narratives, recipe books, how-to-books, and journals) that will foster application of literacy skills in the home environment. Family and Community Involvement events may include Literacy Nights, Family Read ins, plays, T.I.P.S. homework, and interactive presentations and projects facilitated by community organizations such as 826 Michigan and local universities.</td>
<td>Community Engagement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$2500</td>
<td>Title I Schoolwide</td>
<td>Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Instructional Advocate, Academic Mentor, Para Educators</td>
</tr>
</tbody>
</table>

**Goal 4: Estabrook Elementary stakeholders will create a positive climate and culture by decrease the truancy rate by 5% from the previous school year**

**Measurable Objective 1:**
Strategy 1:
Attendance Monitor Program - A systematic monitoring and response to student attendance will be employed in each classroom weekly. When a student's attendance pattern falls below the 90% attendance requirement and/or trajectory of attendance places the student at-risk for attendance interventions the following activities will be implemented.

Category: Learning Support Systems

<table>
<thead>
<tr>
<th>Activity - Attendance Monitor Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

Tier: Tier 2
1. Monitoring of attendance by teacher through the school-wide attendance report system will trigger the tracking of longitudinal student attendance for that student.
2. Communication and interventions with the student regarding their attendance patterns will progress by the following process:
   a. teacher-student
   b. teacher-parent/family-student
   c. Truant Officer-social worker-student
   d. Truant Officer and Washtenaw County and Administration

Throughout this process the building administrator and/or social worker will follow the procedures and guidelines outlined in the Washtenaw County Truancy Intervention Program.

<table>
<thead>
<tr>
<th>Other - Attendance Rate, Career Preparation/Orientation, Monitor, Academic Support Program</th>
<th>Tier 2 Monitor</th>
<th>09/04/2018</th>
<th>06/28/2019</th>
<th>$40000</th>
<th>General Fund</th>
<th>Truant Officer, teachers, secretary, and administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 Monitor</td>
<td>09/04/2018</td>
<td>06/28/2019</td>
<td>$40000</td>
<td>General Fund</td>
<td>Truant Officer, teachers, secretary, and administration</td>
<td></td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
| Attendance Monitor Program            | 1. Monitoring of attendance by teacher through the school wide attendance report system will trigger the tracking of longitudinal student attendance for that student.  
2. Communication and interventions with the student regarding their attendance patterns will progress by the following process:  
   a. teacher-student  
   b. teacher-parent/family-student  
   c. Truant Officer-social worker-student  
   d. Truant Officer and Washtenaw County and Administration  
Throughout this process the building administrator and/or social worker will follow the procedures and guidelines outlined in the Washtenaw County Truancy Intervention Program. | Other - Attendance Rate, Career Preparation/Orientation, Monitor, Academic Support Program | Tier 2 | Monitor | 09/04/2018 | 06/28/2019 | $40000            | Truant Officer, teachers, secretary, and administration                                |
| Monitoring and Conferring             | Bi-weekly at staff meeting teachers will bring behavior concerns to be monitored and progressive interventions will be employed, as outlined in the strategy for attendance, for those students who are having difficulty in their classrooms. Students will continue to be monitored and supported throughout the year. | Behavioral Support Program, Parent Involvement, Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $0                | All staff                                                                           |

### Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>

SY 2018-2019
| Mini Lesson | Whole group instruction lasting no longer than 20 minutes, utilizing the Calendar Math, Reflex Math, and lesson within the Everyday Math curriculum. The mini lesson will incorporate the use of erasable white boards, markers, and document cameras to maximize student engagement, and interactive whiteboards for direct instruction and interactive technology enrichment. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/28/2019 | $250 | Principal, Classroom Teachers, Teacher Consultant, ESL Teachers, Resource Room Teachers, Title I Teachers, Para Educators |
| Extended Day Enrichment Programs | Certified Teachers will provide supplemental reading support in a small group context. Staff will perform formative and summative assessments to track student progress to determine gains made as a result in participating in this program. Students will be identified to participate in the program based on Title I eligibility criteria. Busses will be provided to transport eligible students home at the end of the enrichment program. Extended enrichment activities may include before and after school enrichment, Saturday School, and Summer School. Students will also have the opportunity to participate in field trips which may include 826 Michigan and Michigan Theater live plays. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/28/2019 | $5500 | Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Instructional Advocate, Academic Mentor, Para Educators |
| Supplemental Intervention | The Instructional Advocate, Title I Math Teacher, and Academic Mentor will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices. The Instructional Advocate, Title I Math teacher and Academic Mentor will integrate the math and science curriculum in order to strengthen both math and science skills. | Other | Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $45000 | Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators |
### 11 Element of Restorative Practice


| Tier 1 | Implement | 07/01/2014 | 06/30/2018 | $500 | All faculty and staff |

### Positive Behavior Interventions

Estabrook stakeholders will implement PBIS with identified students to support behavior and social-emotional development.

| Tier 1 | Implement | 09/04/2018 | 06/14/2019 | $0 | Principal, General Education Teachers, Teacher Consultants, Social Worker, Resource Room Teachers, Title I Teachers, Paraeducators, Custodians, Secretary, Food Service staff |

### Differentiated Instruction

Leveled activities will be selected that connect with the CCSS, MAISA, and NWEA DesCartes to meet individual student needs. Formative assessments and NWEA data will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include: spiral notebooks/composition books, card stock, folders, three ring binders with plastic protectors, writing utensils, glue sticks, erasable white boards, dry erase markers, plastic baggies, and lamination. Additionally online tools will be used such as Accelerated Reader, Reading A-to-Z, RAZ Kids, Brainpop, More Starfall, Scholastic News, and National Geographic.

| Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $2500 | Principal, Classroom Teachers, Title I Teacher, Resource Room Teacher, Teacher Consultants, ESL Teachers, Para Educators, Instructional Advocates, Academic Mentor |
| Family & Community Involvement | For the Family/Community Involvement Math and Science events, classroom teachers, Title I math teacher, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that Family/Community can use to facilitate and reinforce math and science skills development at home. | Parent Involvement | Tier 1 | Implement | 09/04/2018 | 06/28/2019 | $5000 | Principal, Classroom Teachers, Resource Room Teachers, Title I Teachers, Instruction Advocate, Academic Mentor, Para Educators |
| Supplemental Intervention | The Title I teacher, Instructional Advocate, and Academic Mentor will implement research based instructional strategies and provide supplemental support in small groups and in classrooms. They will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the MAISA curriculum, CCSS, and classroom instructional practices. Further, staff will integrate reading strategies and informational text in order to strengthen literacy skills. | Academic Support Program | Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $45000 | Principal, Classroom Teachers, Teacher Consultant, Title I Teacher, ESL Teachers, Para Educators, Instructional Advocate, Academic Mentor |
| Mini Lesson | Teachers will provide whole group instruction (no longer than 20 minutes) utilizing the CCSS, MAISA curriculum, and the CAFE. The mini lessons will incorporate the use of erasable white boards and markers to maximize student engagement. Additionally, document cameras, and interactive white boards will be used for modeling, mentor texts, direct instruction and interactive lessons. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/28/2019 | $2500 | Principal, Classroom Teacher, Title I Teacher, ESL Teachers, Resource Room Teachers, Teacher Consultants, Para Educators, Instructional Advocate |
### Differentiated Instruction

Leveled activities will be selected with independent work with the teacher focusing on strategies from Everyday Math. Additional workstations will be implemented for the rest of the class. Formative assessment and NWEA data will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, dice, erasable white boards, dry erase markers, plastic baggies, and lamination. Additional online resources such as IXL math, ReFlex Math, Calendar Math, BrainPop, and Xtra Math.

| Direct Instruction | Tier 2 | Implement | 09/04/2018 | 06/28/2019 | $2500 | Principal, Classroom Teachers, Teacher Consultant, ESL Teachers, Resource Room Teachers, Title I Teachers, Instructional Advocate, Academic Mentor, Para Educators |

### Family & Community Involvement

For the Family and Community Involvement literacy events, classroom teachers, the Title I teacher, instructional advocate, and support staff will present literacy concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share literacy games, online games and programs, and strategies that Family and Community can use to facilitate and reinforce reading and writing skill development at home. Family and Community members will participate in hands-on literacy projects and will receive make and take materials (e.g., narratives, recipe books, how-to-books, and journals) that will foster application of literacy skills in the home environment. Family and Community Involvement events may include Literacy Nights, Family Read ins, plays, T.I.P.S. homework, and interactive presentations and projects facilitated by community organizations such as 826 Michigan and local universities.

| Community Engagement | Tier 1 | Implement | 09/04/2018 | 06/28/2019 | $2500 | Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Instructional Advocate, Academic Mentor, Para Educators |
### Extended Day Enrichment Programs

Certified Teachers will provide supplemental math support in small group context. Staff will perform formative and summative assessments to track student progress to determine gains made as a result in participating in this program. Students will be identified to participate in the program based on Title I eligibility criteria. Busses will be provided to transport eligible students home at the end of the enrichment program. Extended enrichment activities may include before and after school enrichment, Saturday School and Summer School.

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<th>Academic Support Program</th>
<th>Tier 3</th>
<th>Implement</th>
<th>09/04/2018</th>
<th>06/28/2019</th>
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<td>Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Instruction Advocate, Academic Mentor, Para Educators</td>
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